THE INITIATION OF CURRICULUM REVIEW

A Local Study of HMI and LEA Initiatives

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Abstract

This thesis contains an account of part of a major curriculum reappraisal programme which began in 1976 and is still continuing in 1984. The programme, which was initiated by HMI, involved five local education authorities in England, and drew together HMI, LEA advisers and administrators and staff in many schools. In the processes of reappraisal these people found themselves in unfamiliar roles and engaged in tasks on which they would not normally have been employed. These roles and tasks have been examined from the viewpoints of the various groups involved in the process. The notion that the whole programme may be treated as an intervention, both on the part of HMI and also on the part of the LEA advisers, has been used to develop a systems model for the process. The factors likely to affect such a system have been analysed and examined, again from the viewpoints of the various groups involved and from these have been generated a series of conclusions and some recommendations which it is hoped might be of use for those who may themselves one day become involved in some way in the process of whole-school curriculum reappraisal.

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Introduction

In 1976 staff from forty-one secondary schools in five counties in England were asked to participate in a review of the curriculum in their schools. The requests came to the schools from the LEAs, whose advisers and some administrative staff then joined with a team of HMI and with staff from participating schools to form the Curriculum Re-Appraisal Group (or CRAG for short) to undertake this task. An account of the developments which ensued and the outcomes of the next six years of curriculum investigations in these five LEAs has been given in two documents published by the DES (DES, 1981a; DES, 1983). Both of these are relatively short documents and neither is therefore able to give a very detailed account of the processes of reappraisal as they occured in the five LEAs.

Three other sources of information are however available. All are concerned with activities in one and the same LEA. Firstly, an evaluation of the methods used in the reappraisal programme and the work of the schools was the subject of a report produced by the LEA itself in June, 1981 (LEA, 1981). Secondly, an M.Ed. thesis on the subject was presented by a teacher participating in the process in one of the schools of the same LEA (Hathaway, 1982). Thirdly, there was a separate DES sponsored research project which produced an evaluation of the process of reappraisal in that LEA (NWEMC, 1980). Much of the information and evidence used in writing the account presented here was gathered whilst I was involved for two years in that DES project of the North West Educational Management Centre. The focus of the report produced by the team at NWEMC and that

of this report are substantially the same, namely the monitoring of the process of curriculum reappraisal within the LEA, but the report produced by the team at NWEMC was in the first place an evaluation and was secondly, at the recommendation of the steering committee for the Research Project, deliberately made as concise a review of the major findings as possible. Inevitably the results presented were therefore highly selective. They centred on the impact of the project in the schools and, within those schools, on the teachers' responses to the project's approach to curriculum review, on perceptions of the role of HMI/LEA advisers in the project and on factors within the schools which were likely to affect the teachers' capacity to engage in curriculum review. In contrast, this thesis presents an assessment of the influence of other factors on the initiation and enactment of the process of reappraisal. It is not limited to the impact on the schools alone. In general those factors which have been shown to be significant in affecting the processes of curriculum deliberation and change in other settings have been chosen for investigation in the belief that they would be likely to be the most influential in these circumstances also.

The work of the curriculum reappraisal group is in itself novel in that it required a change in role particularly in relation to the HMI involved. The HMI initiative which took the enquiry to the LEAs, and hence the schools, meant that HMI were to become involved with and to collaborate with those on whom they would normally have made critical evaluative judgements. It is this change in policy and the use of the interventionist strategy which has been of particular interest. Since no reports of similar strategies being used in schools elsewhere appeared to be available, it became necessary to turn to the schools of behavioural sciences, notably those in America, for definitions and analysis of the factors

crucial to successful interventions, e.g. Argyris (1970). Although the work of authors such as Argyris is well known and frequently finds application in management area it is rarely used outside the industrial or commercial scene. The extension of this style of thinking to the field of education and the assessment of which factors appear to be crucial to the successful initiation of interventions in the field of education are other unique aspects of this study.

Chapter I

The Research Context.

This chapter contains a historical description of the changing pattern of curriculum innovation and development in the last twenty years and traces those anticedents which were likely to have led to the setting up of the Curriculum Reappraisal Group and the inclusion of the schools in the programme of curriculum deliberation which followed. Also outlined are a series of government moves on the secondary curriculum which occurred at or about the same time and which had a bearing on the work of that Curriculum Reappraisal Group. In this context the research project at NWEMC, on which I worked for two years, is seen as an evaluation of an interim stage in the work of the Curriculum Reappraisal Group.

1.1 The setting up of the Curriculum Reappraisal Group

The work of the Curriculum Reappraisal Group began in 1976. Included in the Group were HMI, LEA advisers and administrative staff and teachers from forty-one schools from five LEAs in England. In the particular county in which this research was conducted seven comprehensive schools were originally involved in what became known as Phase 1 of the curriculum review or reappraisal exercise. Another eight schools from the same LEA joined the exercise two years later in Phase 2 and yet others in the years that followed, so that as the first batch of schools completed their phase of involvement others took over. It became a rolling programme spreading throughout the secondary schools in the LEA.

The patterns of the exercise in the four other LEAs were different. Each chose its own particular strategy but maintained links with the others

through a central co-ordinating committee and through personal contacts at annual conferences attended by delegates from all five LEAs.

In the early days of the reappraisal exercise the heads of the participating schools worked with local LEA advisers and HMI in each LEA, designing check lists and questionnaires to be used as the instruments of enquiry. The responses the schools produced to these were later returned to each LEA. In the LEA in which this research was conducted, some of the responses were discussed at meetings of the Heads of Departments of the schools with HMI and LEA advisers. Others were analysed by HMI together with members of the LEA. Many were eventually sent to the research team at NWEMC. It is the novel aspect of collaboration, or 'partnership', as it became known, of HMI with LEA advisers and with the teachers in the schools which has been one of the most remarkable features of the reappraisal programme. To understand why such a change in relationships could come about it is necessary first to trace the developments which led up to the establishment of the Curriculum Reappraisal Group.

1.2 History and Background.

It is widely acknowledged that curriculum innovation and development has changed considerably during the 1960s and 1970s in Britain. Details of these changes together with a discussion of their possible origins are included in a later chapter. To set the scene all that is required here is a summary of those observations.

Firstly, it became apparent by the middle 1970s that national curriculum development projects were not enjoying the success expected of them and attention was turning to school-based alternatives.

Secondly, the changing economic climate together with increasingly heated political debate over standards led to demands that teachers should become more directly accountable for their decisions on the curriculum.

Thirdly, there appeared to be little national consensus on the rationale for secondary education, particularly in the comprehensive school.

Fourthly, the strategy for controlling education was changing. Instead of accepting the local autonomy of the teacher which had in many cases led to adaptive unco-ordinated 'drift' in curriculum innovation there was an increasing political emphasis on central, co-ordinated direction (McClure, 1983).

Fifthly, it was becoming increasingly obvious that curriculum innovations were both affecting and being affected by the context in which they were implemented. It was realised that it was not feasible to make radical decisions in one subject area without affecting the rest of a school's curriculum. The curriculum therefore had to be studied as a whole.

The events which followed these changes in thinking on curriculum innovation and development were frequently outlined by the administrators of the Curriculum Reappraisal Group at their various meetings (LEA, CRAG Meeting of Heads of Department, 30th June to 15th July, 1980; notes taken by the author). Two distinct strands of events were carefully distinguished by HMI and LEA advisers at these meetings, following on the one hand initiatives by the Government and the Department of Education and Science, and on the other the moves of Her Majesty's Inspectorate and the Local Education Authorities. However far apart these strands of initiatives may have eventually become, their origins, however, seem to have been irretrievably intertwined.

The first notable move in this saga would appear to have been made by H.M. Inspectorate, when, in April 1975, it established a Curriculum Publications Group of HMI with the express purpose of providing a statement on "what it was reasonable to expect the Comprehensive School and its pupils to do" (HMI3, 1980a). As a member of that original Curriculum Publications Group explained later, HMI had seen themselves at the time as the most appropriate agents to initiate discussion of the curriculum because of their "direct experience of what goes on in schools" (HMI4, 1980). A need for such discussion was felt strongly because there was at that time no LEA or national policy on the curriculum. The original Curriculum Publications Group consisted of twelve people. They met from May, 1975, to December, 1977, engaged on writing a number of papers which were eventually to form the nucleus of the HMI publication 'Curriculum 11-16: working papers by HMI Inspectorate' (DES,1977a). At the time of writing, it was said, there had been absolutely no intention that these papers should represent the collective professional judgement of HMI. They were the writings and opinions of individuals in the service. Nor, it was also said, had the papers originally been intended to do anything other than offer a comment. They were not written for schools or LEAs to use in any subsequent enquiry. They were merely intended to be a spur to thinking and, whereas it was hoped that they would be useful to schools when they were thinking about what they were doing, there had been no intention that they should be used in any prescribed way (HMI3, 1980a). Barely a year later a request was sent to the DES by the then Prime Minister, James Callaghan, for information on basic standards and teaching methods in primary schools, on curriculum choice and examinations in secondary schools, and on attitudes to work and career choice (McClure, 1983). The Prime Minister was advised to take this step partly by his own policy unit and partly by the Cabinet office. At that stage James

Hamilton was a member of that Cabinet office but he promptly moved to the DES as permanent Under-Secretary of State, and it was he who had ultimately to take responsibility for the Department's response. It was also he who, speaking in June 1976 to delegates at the Annual Conference of the Association of Education Committees, signalled the Department's intention to become more directly involved in the formation of policy on the secondary curriculum.

> "I believe", he said, "that the so-called secret garden of the curriculum cannot be allowed to remain so secret after all, and that the key to the door must be found and turned".
> (Devlin & Warnock, 1977).

After six weeks of feverish activity at the DES, HMI produced the notorious Yellow Book, the contents of which were in part 'leaked' to the Guardian newspaper. Edited extracts also appeared in the TES, (Number 3202, 15.10.76.). It was on this document that James Callaghan based his Ruskin College speech which launched the 'Great Debate' that followed. The document contained a series of recommendations whose influence can be seen throughout the Curriculum Reappraisal under investigation and which pointed the way for greater DES intervention in curriculum matters. The recommendations on which the ensuing strategy of the DES was based included amongst others:

1) A more active and outspoken Inspectorate.
2) An attempt to persuade LEAs to secure a common core curriculum.
3) Policy documents on mathematics, science and modern languages.
4) More DES curriculum development.

There is a common thread in these early publications. The papers produced by the Curriculum Publications Group and those in the Yellow Book were after all both written by HMI, possibly even by the same individuals, but whereas the Curriculum Publications Group of HMI may have set out to

provide a general statement on the curriculum, the Yellow Book was more specific (McClure, 1983). Both sets of papers were, however, as we shall see, concerned with similar issues. It is true that they differed in that one was initiated internally, i.e. from within HMI Inspectorate, and one externally by the politicians, but is this a valid means of distinction? Politicians moved to the DES; HMI responded to political requests. The actions of HMI, the DES and the politicians were affected by and affected each other. None occurred in a vacuum.

Nevertheless, in order to clarify events and to attempt to see them as those within the subsequent Curriculum Reappraisal Group apparently saw them, the two strands are recorded separately from here on. (See Table 1.1). The actions of HMI, and the LEAs involved in the enquiry are documented first in this chapter and are then followed by a discussion of the governmental moves and the political context of these actions.

1.3 HMI and LEA Initiatives.

In September 1976 a number of academics, lecturers from colleges of education, and representatives of various LEAs came together for a DES Short Course in Oxford organised by HMI on the Secondary Curriculum. Among the topics for discussion at that conference were:

1) the extent to which there was a need to develop a common curriculum for all secondary schools,
2) the possibility of reaching a consensus on those skills, values and attitudes which a common curriculum might safeguard,
3) the relationship of schooling to the adult and working world,
4) which elements of society should be involved in determining educational policy,

TABLE 1.1 Diary of Events

	NATIONAL INITIATIVES ON THE SECONDARY CURRICULUM	THE NATIONAL ENQUIRY (5 LEA's)	THE LOCAL ENQUIRY PHASE ONE (ONE LEA)	THE LOCAL ENQUIRY PHASE TWO (ONE LEA)	THE DES RESEARCH PROJECT
1975	HMI National Secondary Survey begins.	HMI Curriculum Publication Group prepares/circulates papers.			
1976	DES short course (University of Oxford) Callaghar's speech at Ruskin College - The Great Debate.	Five LEA's approached.	Domestic Steering Committee established. Heads of seven Phase 1 schools approached. Pilot studies on instruments		
1977	Circular 14/77 sent to LEA's asking for details of curriculum arrangements in schools.	Chorley Conference Red Book (CPG papers) published. Central Co-ordinating Committee established.	H.O.D. meetings begin. Proformae E1 and E2 completed. In-House Conferences held in schools.		
1978		Blackpool Conference.	White Book: Curriculum 11-16 published. Proformae on work, society and personal development completed.		
1979	Publication of National secondary survey: "Aspects of Secondary Education". Publication of Responses to Circular 14/77.	Monitoring exercise begins Writing group established. Case studies undertaken and completed.	Second round of In-House Conferences in schools. Assessment papers circulated Curriculum/staffing model proposed in LEA.	Heads of eight Phase 2 schools approached. Curriculum Reappraisal launched in schools.	Start of Research Project ↑ Interviews with Phase 1 teachers. Interviews with LEA advisors and HMI.
1980	DES Publication: A Framework for the School Curriculum. HMI Publication: A View of the Curriculum. 1980 Education Act.	Stoke Rochford Conference. End of Stage I of National enquiry. Stage II (assessment and the desirable curriculum) begins.	Assessment work taken up and extended. Revision of White Book, undertaken.	H.O.D.'s meeting start in LEA. Proformae E1 and E2 completed. In-House conferences held in schools.	FIELD WORK Team in two Phase 2 schools for 6 months during completion of E1 and E2. ↓ Attendance at H.O.D. meetings and In-House Conferences. Writing of Case Studies and report.

5) a strategy for curriculum review.

There are two reasons why discussion of these topics is of particular interest. In the first place several of these topics were exactly those which had appeared in the Yellow Book and were drawn up later by the DES in their agenda for the so-called 'Great Debate' (DES, 1976). There must therefore have been a considerable amount of common ground underlying both DES and HMI thinking at that stage. Secondly, in the debate on the strategy for curriculum review, the value of using one or more checklists was discussed. From that discussion there emerged the 'areas of experience' checklist which was later to be included in the HMI publication 'Curriculum 11-16: Working Papers by HM Inspectorate', along with other papers from the Curriculum Publications Group (DES ,1977a). In that publication HMI proposed that schools might use a checklist such as this to assess the balance of their curriculum by asking to what extent it provided access to each of eight 'areas of experience'. These areas were the aesthetic, the ethical, the linguistic, the mathematical, the physical, the scientific, the social/political and the spiritual. Following extensive discussion at Oxford it was generally agreed that these were the most likely areas to "command wide assent" (HMI3, 1980b).

Immediately after the Oxford Conference in September 1976, at which HMI papers on the curriculum were discussed, a high-level decision was made to set up a curriculum enquiry and to take it to the LEAs. A Staff Inspector was instructed by the Senior Chief Inspector to find a group of LEAs interested in the ideas (HMI3, 1980b). Inevitably it was those LEAs who had been represented at Oxford which were the first to be approached. Altogether six LEAs expressed an interest at that stage. The decision to involve the LEA in which this investigation took place (from here on referred to as the area LEA) was made by the area CEO in the October

of 1976 following the Oxford conference and a small number of advisers and administrative staff in the area LEA were invited to join locally based HMI in forming a domestic Steering Group (LEA1, 1980). This met for the first time on 10th December of that year, three months after the Oxford Conference. At the second meeting of this Steering Group a list of schools which might become involved was prepared. This was afterwards submitted to the CEO. With one exception, invitations were extended to all the schools on that list and by February 1977 the Heads of those schools were attending their first Steering Group Meeting. By April they were completing the first of the proformae devised jointly by HMI and members of the area LEA. Thus began a remarkable and unique method of working. Never before had HMI and members of an LEA joined forces in this way. It was undoubtedly a change in role for both parties. This partnership, as it was called, of HMI, LEA, and schools was frequently referred to in the curriculum enquiry that followed. The nature of the change this entailed and the reactions of the 'partners' to it is discussed in a later section.

The pattern in the other four LEAs was similar. (Although six LEAs had originally expressed interest in the exercise, one eventually declined to take part.) A short list of schools was completed in each LEA towards the end of January 1977 and in all 41 comprehensive schools eventually agreed to take part. About half of the schools covered the full secondary age range of 11-18; there were middle schools, upper schools and several 11-16 schools. The number of pupils in them varied from under 500 to over 2500. The schools were chosen from both urban and rural areas; a small number were denominational. In the particular locality in which this study was conducted, the area LEA tried to pick one school from each of its eight districts, but as the schools in one of the districts were

in the throes of comprehensive re-organisation it was thought inappropriate to ask any of them to become involved. Seven schools therefore ended up taking part in the exercise, attempts to incorporate a second school from one of the other seven districts having failed.

Heads of the participating schools were then invited to join the domestic Steering Committees of each LEA. In the area LEA this committee, known henceforward as the Project Steering Committee, eventually comprised Heads of Schools, area LEA advisers and administrators, HMI appointed to the enquiry in the area LEA, and a representative of the North West Educational Management Centre.

About the same time, during December 1976, a series of one day meetings took place between representatives of the six LEAs and HMI. Discussions during these meetings focussed on the contents of a document drawn up by the Curriculum Publications Group of HMI. This document was entitled "Partnership in Innovation and Development in the Secondary Curriculum to 16 between LEAs and Members of H.M. Inspectorate." The circulation of this document appears to have been rather problematic. At the time HMI felt the thinking in the papers of the document was very advanced indeed (HMI1, 1980), so much so that when they were sent to the CEOs it was stipulated that the document was not to be seen by anyone not on the Steering Committees or in a position of authority. It was not apparently intended to be circulated to schools or advisers, in case people would be tempted not "to do their own thinking"! The papers in the document however did actually appear to have been fairly widely available as a number of teachers in the area LEA reported reading them. The restrictions on their circulation seem therefore not to have been clearly spelled out, for within the area LEA it was later admitted that a number of copies had been

made and circulated to schools only to be later withdrawn when the restrictions became known. The confusion which occured over the circulation of these papers is illuminating, for itcasts doubt on the beliefs of those who said they viewed the whole exercise as a conspiracy by the DES to acquire control over the curriculum. Whilst the existence of the papers may be taken as an indication that a statement of what the DES wanted to see happening in schools was in the pipeline, the confusion over whether these were to be distributed or not pointed to a lack of any detailed planning on how to bring this about. The confusion is more typical of people having to think on their feet than of those engaged in a premeditated plot!

These papers started with an introductory essay on the general aims of the secondary curriculum, including a comment on the idea of constructing a core curriculum consisting of a 'survival kit' of basic skills. This introduction was followed by the first of three working papers, which outlined a framework for curriculum planning based on education related to

(i) the needs of the individual,

(ii) the needs of society,

and (iii) the world of work.

Whilst accepting that most curricula were planned as separate subjects or disciplines, it offered a means of assessing the contribution of these subjects to the education of the individual through the use of a checklist of 'areas of personal development', which parallelled very closely the 'areas of experience' checklist developed at Oxford. Paper I also suggested that teachers further analyse their curriculum in terms of

(i) the skills and knowledge their subject aimed to develop

(ii) the essential content of their subject

(iii) the level of achievement they expected all pupils to attain by the age of 16

(iv) attitudes developed through their subject

(v) what experiences and activities it was necessary for pupils to encounter in their subject

The second and third papers were devoted to discussions of the education of the individual in relation to society and to the world of work respectively.

While these papers were being studied, a Draft programme was being produced locally in the area LEA and was published in February 1977 (LEA, 1977). An accompanying leaflet traced the initiative back to a dearth of curriculum organisational models for secondary schools and to inconsistancies between schools on curriculum content. The difficulties these factors caused for a mobile work force whose children had often to change schools were heavily emphasised.

Following the circulation of the Draft Programme, the Project Steering Committee organised a number of visits by HMI and LEA advisers to the participating schools. Only members of the schools' senior management teams were usually involved in the initial discussions, during which the framework for curriculum reappraisal was outlined. Later meetings included the heads of department and eventually the entire staff of each school was invited to meet HMI and LEA representatives.

At this stage the Head of each participating school in all five LEAs was asked to complete and return three proformae on time-tabling and teacher organisation. The results were analysed by HMI and reported to representatives at a subsequent project conference at Blackpool in March 1979. The Heads of the schools were also asked to provide information on the amount and nature of curriculum differentiation in the schools, option

systems, examination arrangements, provision for curriculum planning and evaluation, the nature of any 'core' curriculum provision and the extent of any formal contact or liaison with parents and with local industry and commerce. (HMI provided the heads with an 'aide-memoire' for this purpose.)

At about this time attempts were made to devise a procedure for the school-based reappraisal. The starting point for the process was the same in all five LEAs, i.e. the set of ideas contained in the papers of the HMI Curriculum Publications Group. Since there was no prescribed procedure, each of the LEAs set about the task in different ways. In the area LEA a working group was set up to discuss the ways and means of proceeding. The members of this group were drawn from the ranks of the advisory service, HMI and teachers from the participating schools. Together they designed, and to some extent tested, a number of questionnaires, or 'instruments of enquiry'. These instruments, or proformae, are outlined below (copies are included in the Appendix) grouped according to the issues to which they relate.

a) The underlying rationale of individual subjects, including an assessment of their particular contribution to the education of an individual pupil:

   i) Paper or proforma E1: an analysis of the aims and objectives of a subject in terms of concepts, skills, attitudes and knowledge.

   ii) Proforma E2: an analysis of the contributions of a subject to the 'eight areas of experience' defined in HMI working papers.

b) The schools' means for preparing pupils for their place in adult society:

   Proforma S1 and S2: analysis of the subject/departmental and school contributions respectively to the development of pupils as

as members of society.

c) The schools' means for preparing pupils for the world of work: Proforma W1, W2 and W3: analysis of the subject/departmental and school contributions to the preparation of pupils for the world of work.

d) The schools' means of developing inter-personal relationships: Proforma P1 and P2: an analysis of the contribution of the school curriculum to the personal development of pupils.

There was also a fifth group of proformae intended to be completed by local employers seeking their views on the secondary curriculum.

Following their initial efforts to devise and complete various proformae the Heads of all the 41 participating schools in the five LEAs gathered together with HMI and LEA advisers and administrative staff for a conference at Chorley Adult Education College, Lancashire, in November 1977. The curriculum returns and methods of analyses were then discussed with a group of employers in the area LEA, and the relationship of these to the expectations of employers was explored.

Reports from the Chorley Conference revealed a number of differences between the LEAs. Not only were the means of reappraisal adopted within each LEA found to be very different, but it was also discovered that only in relatively few schools had any attempt actually been made to engage in any formal curriculum reappraisal. The lack of consistency meant that there was little common ground for discussion, and complaints about the lack of central direction and support grew (Interview T17).

Meanwhile an infrastructure was developing. At the end of 1977 HM Inspectorate was reorganised into two branches, namely the First Call Centre and

the Territorial Branches. The HMI initiative in the curriculum enquiry became the responsibility of a new group, under the newly constituted First Call Centre branch. Few of the members of this group, the Curriculum Working Group, were among those who had written the original curriculum papers. HMI forming this new Group came from various disciplines and, according to the Staff Inspector who headed this HMI initiative, at their first meeting it was a very confused group of people who gathered together wondering why they had been chosen for this particular task. He had apparently found it a hard job to convince them of some of the arguments. They had to use material they had not generated and did not always agree with. There had been absolutely no intention that the papers prepared by the Curriculum Publications Group should represent the collective professional judgement of HMI; they were understood merely to represent the opinions of individuals in the service.

The collection of papers was nevertheless eventually published in December 1977. The publication immediately came to be known as the 'Red Book' from the colour of its cover (DES, 1977a). Incidentally, because the Red Book did not come out until the December of 1977, teachers in many schools therefore did not receive copies of it until well after the start of their formal reappraisal programme in February of that year. Initial arguments in the first section of this publication focussed on the variety of curriculum provision offered by secondary schools in England, a state of affairs which could, it stated,

> "be associated with an inadequate sense of direction and of priorities, with too little co-ordination both within and between schools, and with reluctance to evaluate the curriculum as a whole." (p3)

Some contributory factors are listed in the papers, including the

hierarchical organisation of many secondary schools, piecemeal curriculum planning, the isolation of schools, the failure of many curriculum projects to live up to expectations, and the autonomy of the schools and of the classroom teacher. HMI were, they said, concerned to observe the diversity of practice, the lack of balance in the curriculum and the differences in the quality and range of the educational experiences offered. Their argument centred on the need to reconcile democratically determined political policies with the traditional independence of the Heads and the teachers.

The needs of secondary education were also discussed in some detail and a number of recommendations given, amongst them that a common framework be developed to assist coherence, that agreement should be reached nationally on the aims and objectives of teaching within the subject disciplines or areas of learning activity and that a curriculum be devised which offered for all pupils a planned and progressive experience in the 'eight areas of experience'. In order to achieve these objectives faculties and departments were recommended to examine firstly what knowledge, skills, forms of understanding and modes of learning they could offer and secondly how their various and complementary roles combined. The notion of balance was also introduced, the balance of emphasis between activities within a given framework. The need to prepare pupils to live in a technological society was also acknowledged as was the need to develop improved instruments of assessment.

The next two sections were intended to clarify, firstly, those major expectations of society which may be said to have a claim upon the school curriculum and, secondly, the potential contribution of schools to the preparation of pupils for the world of work.

The supplementary papers which then followed consisted of a series of subject statements by HMI committees, an analysis of the national educational pattern, a paper on timetabling and one on staffing structures.

Early in 1978 shortly after the Chorley Conference a Central Co-ordinating Committee of representatives from each LEA, from the Heads of the schools, from HMI and from the N. W. Educational Management Centre was established. Time was allocated to HMI who served on the Curriculum Working Group and for those involved in the Central Co-ordinating Committee which met three times a term to co-ordinate the exercise. Three HMI were appointed to the enquiry in each LEA involved and fifteen days were programmed per term for each HMI on the exercise.

Within the area LEA the activities continued during 1978. Proformae were completed by the teachers, collected together and sent off to County Hall. Area LEA subject advisers recorded their versions of the underlying rationale of their subjects and Heads of subject departments continued to attend a series of meetings to discuss their progress and compare returns. At these meetings departmental statements of the aims and objectives of a number of subjects were gathered and subsequently published by the LEA in 1978. This publication was always known as the 'White Book' since it was brought out in a white cover (LEA, 1978).

Progress in all five LEAs was reported and reviewed at a second project

conference held in Blackpool in 1979. A number of speakers included references to the benefits reaped by those engaged in the reappraisal exercise. An increase in the level of discussion in and between departments was reported; traditional subject boundaries had been breached; industrial liaison schemes had been developed, to name but a few. At one of the plenary sessions alternative curriculum models were discussed in relation to staffing and size of school. This theme was picked up later and developed within the area LEA where various curriculum models based on the 'eight areas of experience' checklist were designed and 'costed' in terms of staffing for various sizes of schools. These models demonstrated the limitations imposed on the curriculum as the number of pupils and hence the numbers of staff fell. After consultation with union representatives in the area LEA, the local Education Committee eventually accepted the principle that future staffing be related to these models, rather than to the simple pupil/teacher ratio.

Towards the end of the first phase of the formal programme of reappraisal an assessment of the impact of the project was undertaken by HMI and LEAs. Described in the project as a monitoring exercise (DES , 1983), this involved the schools in each LEA in three further tasks. Firstly, the schools were asked to complete an activity grid to indicate the level and nature of staff participation in the programme. Secondly, they were asked to submit case studies, exemplifying those aspects of their curriculum policy and/or practice which had changed as a result of their participation in the programme. Thirdly, schools were asked to arrange for members of their staffs to meet HMI and LEA advisers, who visited all the schools in turn, interviewed the teachers and gathered their opinions on the impact of the reappraisal programme.

During November and December 1979 each of the schools in the area LEA convened a one-day Staff Conference. With the help of HMI and the area LEA advisers, discussions and debates were organised on a number of curriculum issues raised by or related to the reappraisal exercise. In a sense these signalled the completion of the formal programme for this set of schools. Phase 1 was at an end.

In all, the formal period of involvement of the seven original schools lasted nearly three years.

A statement on the progress made in all five LEAs during this period is is contained in the publication 'Curriculum 11-16: A review of progress' (known colloquially as 'Son of Red Book', or 'Red Book 2') (DES, 1981a).

Later in 1979 the decision was made to carry the national project on to a second stage using the same set of schools. The area LEA had however previously decided to extend its own approach to curriculum reappraisal to a second set of schools. In September 1979 letters of invitation had been sent out to nine schools in all by the LEA asking them to participate in a second phase of curriculum reappraisal.

The area LEA programme was therefore already in its second phase as the national project entered its second stage. The general strategy developed in the area LEA for Phase 1 was maintained in Phase 2, although there were some modifications.

The programme in these schools was to be substantially the same as in Phase 1. The proformae used were however, to some extent, revised although remaining very similar in concept. A set of additional papers

was written and given to these schools to help them in the process of completing and analysing their returns.

The means of monitoring or evaluating the exercise had throughout been the subject of some discussion. Agreement between the LEAs was not easy to reach. In the area LEA in particular, much written material had been generated and there was considerable interest in this both in the DES and in the LEA itself. Because of this and because of the concern expressed in the other LEAs, it was eventually decided to go ahead with an independant external research/evaluation programme in this one (area) LEA alone. The Director of the North West Educational Management Centre was asked to undertake responsibility for the programme by the DES which supplied the funding for it.

A research team, of which I was a member, was appointed in 1979. By then Phase 1 of the programme was nearing completion in the area LEA and Phase 2 was just beginning.

1.4 DES and Governmental Initiatives

All the HMI and LEA activity discussed above had taken place alongside a series of government moves. The first indication that the government intended to intervene in 'the secret garden of the curriculum' had, as we have seen, been given by James Hamilton in June 1976.

Later the same year the speech by the then Prime Minister (Rt. Hon. James Callaghan) at Ruskin College Oxford in October confirmed these intentions. Attention was focussed on inconsistencies between schools and on the requirement to prepare pupils for the world of work, themes both repeated

later in the writings of HMI and LEA advisers. James Callaghan's speech also stressed the need to open up the arguments over educational policy to general debate; 'non-professionals' were demanding and were to be encouraged to have their say. Eight regional DES conferences devoted to public discussion of curriculum policy (the Great Debate) then followed. During all of these discussions and in the Labour Governments Green Paper 'Education in Schools: a consultative document' (DES, 1977b), there was a great emphasis on the value of some kind of 'basic' or 'common core' curriculum and on the feasibility of its implementation.

In parallel with these public developments were developments within the DES designed to collect information on curriculum policy and its implementation. In 1975 HMI launched their National Secondary Survey of a 10% sample of secondary schools and in 1977 the DES circular 14/77 was sent to LEAs asking them to describe their curriculum policies and practices. Information from the LEAs was sought on arrangements for attaining balance and breadth in the curriculum and for meeting the need to reconcile curricular claims such as those of a multiracial society, of careers education and of moral education, with those of the basic skills.

The results of both these investigations were published in 1979. The results of the National Secondary Survey were discussed in a document entitled 'Aspects of Secondary Education in England' (DES, 1979a). Some of their findings were that examinations dominate and distort pupils work, that comprehensives have imitated grammar schools instead of developing their own curriculum rationale, that option schemes often lead to unbalanced courses, that virtually all schools have less than satisfactory provision for the less able and that teachers need more time for curriculum planning. By the criteria which were given in the Red Book, HMI

found that, though much was satisfactory, there was much that was not.

There followed two documents by the Secretaries of State for Education and Science in England and Wales. 'A Framework for the School Curriculum' (DES, 1980a) and 'The School Curriculum' (DES, 1981b). Shortly after the first of these HMI published their own recommendations on the curriculum in 'A View of the Curriculum' in their 'Matters for Discussion' series (DES, 1980b). Seen by many as a response to the first of DES statements, this document again drew attention to unresolved problems concerning balance, breadth and coherence in the curriculum. It included a set of fourteen propositions for discussion.

Briefly summarised these were the needs for:

1. Consensus on the aims of secondary education
2. Equality of learning opportunity
3. Consistent policies and provision for all schools
4. Cohesion between education up to 16 and past 16
5. Co-ordination of learning experiences for each pupil
6. The establishment of learning objectives
7. A broader coverage of subjects up to 16
8. Some science education for all pupils in addition to Maths, English, R.E. and P.E.
9. Some modern language education for all pupils
10. Some arts and applied crafts education for all pupils
11. The study of History to 16
12. Learning opportunities for all pupils likely to contribute to personal and social development
13. Room for differentiation and choice in work, content and emphasis of programmes
14. Opportunity to extend or reinforce compulsory studies, e.g. vocational interests

Also included in the document were two curricular patterns and two subject statements as illustration.

Finally, the Education Act of 1980 (DES, 1980c) confirmed government intentions to intervene in matters related to the curriculum by placing a legal obligation on LEAs, among other things, to publish information about their curriculum arrangements.

This then was the scene at the start of the research project - a series of government initiatives, major contributions from HMI to the continuing debate and the involvement of forty one schools in five counties in England in programme of curriculum reappraisal. Allowing for all the advisory staff who attended subject meetings and staff conferences, together with staff in the schools, a total of over four thousand people had by then taken some part in the programme. By any standards this is a large number and the exercise must be considered one of the most extensive curriculum projects ever undertaken in England. In view of this it is most remarkable that it has recieved so little attention. Apart from one or two passing comments in the educational press (Doe, 1976; Walker, 1979; Skilbeck, 1983) and an entry in Hansard (House of Commons, 1979) there remains only the official versions emanating from the DES itself, and one independent evaluation (NWEMC, 1980, ibid).

1.5 The setting up of the Evaluation Programme.

Research at NWEMC began in September 1979. By then the seven schools in Phase 1 had almost completed their programme of reappraisal activities. During the Autumn Term of 1979 and the Spring Term of the following year many of the teachers involved in this phase were interviewed by the

research team. Their responses were categorised, coded and analysed on a statistical basis using the [illegible] Computer Programme. A limited number of interviews were also transcribed either wholly or in part. In the following Summer, interviews were arranged with many LEA administrative and advisory staff and HMI who had taken part in Phase 1 of the programme. In all cases the evidence reported here is taken from interviews conducted only by myself. A detailed description of the process of analysis is given in the Appendix.

Between June 1980 and December 1980 I was also able to study the process of reappraisal closely in one of the area LEA Phase 2 project schools. Two or three days per week were spent in the school during the initial stages of its curriculum review programme. Evidence gathered during this period has been used extensively in this account. At this stage teachers in the school were undertaking their first analysis of the subject disciplines, i.e. the first section of Paper E1. They then went on to assess the potential contribution of each department to the overall balance of the curriculum using Paper E2. The work of the staff on assessment which followed was not observed, as it took place after I had withdrawn from the school. It was later learned (NFER/NC, 1980) that the analysis of the assessment of pupil performance against the objectives set in the curricular analyses came to be seen as the key component in Phase 2, in that it offered the means of indicating the extent to which schools' curricular intentions were translated into actual classroom practice. At the end of the field work in the school the observations were gathered together as a case study which was returned to the teachers in the school for criticism and comment. Together with the director of the research programme I then returned to the school to collect these comments which were recorded during a series of prearranged interviews. Comments from these interviews are incorporated into the following text wherever appropriate.

These then are the events on which this report is based. From an objective account of the historical background the next chapter now turns to the literature on the associated themes of change, innovation and intervention in the curriculum.

Chapter II

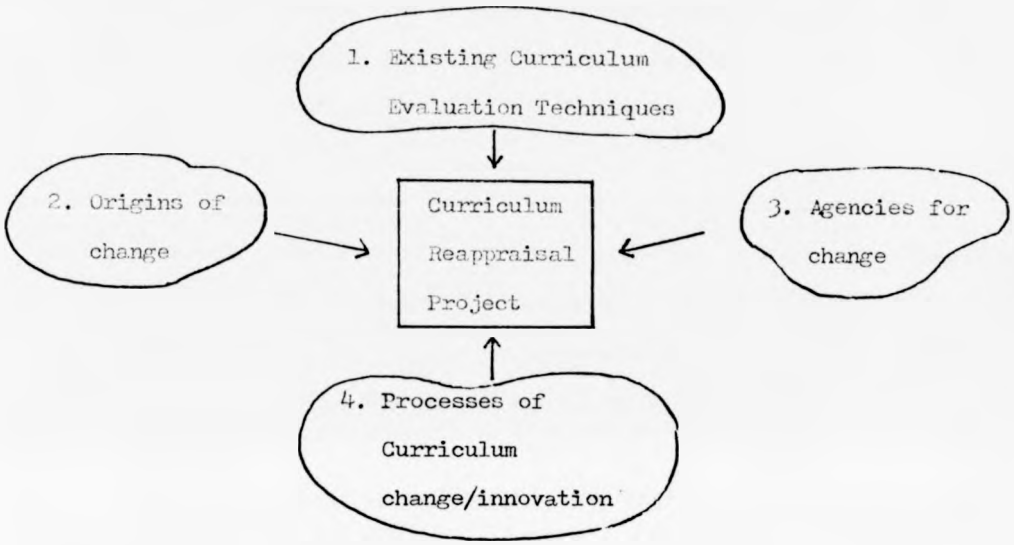
Literature Review.

From the outset it had been stressed by all those who had responsibility for the CRAC programme that the exercise the schools were involved in was not necessarily aimed at promoting changes in curriculum practice. Not withstanding such protestations it is difficult to conceive of so much time and energy without some anticipation of a positive outcome. It is true that the exercise was not connected directly with the practicalities of curriculum innovation and change but it was related to them indirectly through the introduction of new ideas and tools for the analysis of the curriculum. If the exercise by this means were to have the effect of changing the thinking on the curriculum within the teaching profession, then surely this would be likely to bring about a change in practice also. The point about that kind of change is that the decision on whether or not to implement it has to be made by the teachers themselves. It is school based, and not dictated from outside; it is indirectly rather than directly engineered. Nevertheless it is change and if a curriculum reappraisal programme such as that being studied here is a means of bringing that about, then the programme has to be seen in the context of other curriculum changes and innovations. Itself an innovation, the programme has also to be compared with other techniques of curriculum reappraisal.

Thus it is necessary to explore here not only the existing literature on techniques for evaluating/reappraising the curriculum but also the literature on change, its origins, the agents which bring it about and the process of change itself. A diagrammatic scheme for the interrelation

of these with the Curriculum Reappraisal Project is shown below (Fig. 2.1) In the chapter that follows each is considered in the order numbered in the diagram.

Fig. 2.1 The Curriculum Reappraisal Project Inter-relationships.



2.1 The Development of Curriculum Evaluation Techniques.

In the last twenty years there has been a rapid growth in both models for and modes of curriculum evaluation.

In the early 1960s, many major curriculum innovations were not accompanied by any attempt at evaluation. This was true, for instance, of the materials developed in Science and Mathematics by the Nuffield project teams. It has been said that the developers were so certain that so much irrelevant and out-of-date material was being taught in schools that in their view any curriculum change must be for the better. The stress was

at that time placed on 'immediate needs in a practical situation' (Sparrow, 1973). However experience with later developments and reports of the diverse uses of the projects in different school situations led to a gradual realisation that evaluation was indeed needed as an integral part of curriculum development. As a result arrangements were made to ensure that almost all subsequent projects funded by such institutions as the Schools Council had their own full time evaluator (Hamilton, 1976).

An additional impetus to move in this direction may have come from the changing economic climate which encouraged sponsors to look more closely at expensive development projects in the hope of ensuring that their investments were fully justified. Furthermore increasing public concern over standards, triggered off by the events at William Tyndale School, also led to demands that teachers and those in the education service should be held more directly accountable for their decisions concerning curriculum policy and practice.

Whilst it may have been easy to agree that evaluation was needed and that the results of any changes or innovations should be carefully assessed, it was apparently not so easy for investigators to agree on the most appropriate models or methods to use for the evaluation. The field of investigation was new, particularly in Britain; it developed very rapidly indeed and the number and diversity of curriculum innovations to which it was applied was very large. Furthermore there was a multiplicity of purposes and audiences to serve.

Reviews of the various approaches used to meet these requirements already exist (see, for example, Stenhouse, 1975; Kelly, 1977) so a detailed analysis would be inappropriate here. Instead a summary of these is given

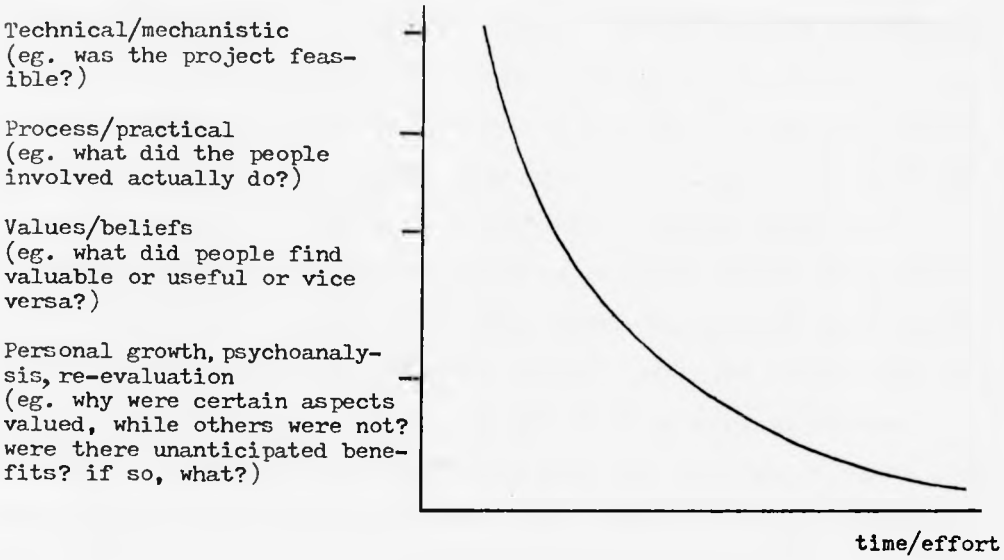
here in tabulated form. The list is approximately chronological in order.

Table 2.2 Approaches to Evaluation

	Type/Approach	Purpose	Audience
Preordinate	1 Judgemental (summative)	Assessment of goal achievement	Sponsor
Preordinate	2 Process/practical (formative)	Effectiveness/selection of materials and activities	User
Preordinate	3 Holistic	Collection of all information for selection by decision-makers	Consumers (potential users)
New Wave	4 Illuminative	Examination, observation of project in school situation	Multiple
New Wave	5 Portrayal/ responsive	Provision of information as required by audience/ reporting sensitive to audience	Multiple
New Wave	6 Transactional	Disclosure of meaning rather than worth, assessment of potential, interest, development of theory	Teachers and educational administrators

There is one feature of the different approaches which is not emphasised in the literature but which would seem to be significant. As the ideas of the evaluators developed, the methods they used increased in complexity and the questions they asked frequently became deeper and more penetrating. Inevitably the time and effort involved in the evaluation increased. The relationships of time and effort expended to the nature of the investigation followed an exponential curve:-

Fig. 2.3 Time and Effort Involved in Evaluation



This graph is taken from material in the Coverdale Management course (private communication), and points to the need to decide on the type of evaluation to be undertaken in the light of the time and effort available. Questions of desirability are not the only criteria. Feasibility is important, too. What then were the objections raised to early approaches by those who belonged to the 'new wave' of evaluators? It should be noted that the type of evaluation used is likely to be closely tied to the curriculum model that has been adopted . The prespecification of objectives is an explicit precondition for the first three of the approaches in Table 2.1. One of the primary functions of such a prespecification is to make it possible to develop criterion referenced tests as parts of the assessment and evaluation procedure. However the measurement of effects takes no account of how difficult the curriculum may be to implement. Furthermore it requires that pupils be pretested and a diagnostic procedure be developed for switching pupils between groups or curriculum alternatives in order to ensure the proper comparison with

controls. The dangers of this are obvious. Another problem associated with this approach is that it is possible, indeed likely, that the evaluation procedure eventually determines curriculum objectives, methods and content, rather than serving to provide information on the extent of their achievement, i.e. there is a temptation to choose only those objectives whose achievement can easily be measured. Furthermore when the objectives-type evaluation has been extensively applied, as in America, it has become extremely sophisticated (Glaser, 1970) and consequently not only more expensive but also more and more difficult for practicing teachers to apply and understand. Even where the conclusions appear clear there is no evidence that information about changes in pupil behaviour provides a good basis for making decisions about educational programmes (Stenhouse, 1975). Stake (1967) has argued for greater attention to the background conditions and classroom activities as determinants of 'scholastic outcomes'. As Stenhouse, (1975) phrases it "To evaluate one must understand." To achieve this the researcher or evaluator is therefore required to adopt a more illuminative approach in an attempt to represent to his audience a truer picture of curriculum reality, i.e. it becomes necessary to adopt the approaches of the 'new wave' evaluators. Such techniques may, indeed do, provide much useful information, but in the end evaluation is a process of valuing - of making judgements on procedures, practices, content and methods to tutor beaurocratic, administrative or practical decisions. As Taylor (1982) puts it "interesting and informative as these studies may be... how much do they contribute to [the question of] where [curriculum studies] should place its efforts in the renewal of interest in the classroom process?".

This brief synopsis of evaluation approaches has pointed to several problematic areas in the field. The criticisms levelled at the early

approaches should be noted in the context of the programme of curriculum reappraisal which is the subject of this investigation. The very first task which teachers were asked to undertake in that programme was to state the aims and objectives of their teaching. Now not only is this a model which has been criticised as a means of curriculum planning (vide infra), it has also been criticised as a basis of evaluation, by those who, with Stenhouse, would seek to emphasise the value of understanding the educational process and in doing so would link development with evaluation as a research activity. The question which this investigation must address is whether, in spite of these criticisms, the citing of aims and objectives proved to be of benefit to the participants in the curriculum review under investigation and if so in what way and at what cost.

The proposals for curriculum reappraisal which were introduced to the teachers in the project which is the subject of this study may have been introduced orally but were actually presented as texts. In response the teachers were asked to produce their own texts on aspects of their curriculum. An approach to the examining curriculum texts has been examplified by Anderson (1980). This approach uses the tools of hermeneutics, ie. the interpretation of meaning attached to statements through discourse and through the establishment of common theoretical frame works (Habermas, 1972). Since it is texts on the curriculum rather than actions which Anderson proposed be evaluated in this way, and since there is no possibility that all curriculum proposals could be tried out in practice, Anderson labelled this form of evaluation 'prospective'. Briefly, the questions which he suggests may be asked of a curriculum text are:-

(a) are statements supported by evidence

or based on theoretical devices?

(b) are arguments developed logically

or based on ideas of acceptability, familiarity, popularity or metaphor?

(c) are recommendations practical and relevant

i.e. are they concerned with what teachers actually do in the classroom, the type of particulars they have to cope with, the type of judgements they make and decisions they implement?

or do they start with theories, of subject matter of intentions, of child behaviour and lead through the development of models to proposals?

Such an analysis, though it may be unpalatable, is likely to be very profitable in the present investigation.

2.2 The Origins of Change.

Education has changed greatly in the last thirty or so years. In the United Kingdom and in other developed countries of the world, educational opportunities have been opened up to almost the entire population; educational systems have been modified; the nature and structure of education has had to adapt to rapidly changing social and technological circumstances.

Industrial growth in the 1960s was matched by growth and innovation in education, but the 1980s represent a period of recession, or at best zero growth. The industrial base of our country is changing and social institutions are changing too. It would be surprising and worrying if the educational system and the curriculum in particular was not responding to

this changing context.

While changes in the structure of the educational system, such as the introduction of comprehensive schools and mixed ability classes have to a large part been the focus of public debate, the curriculum itself has been at the centre of attention for the professionals within the system. For it has been changes in the curriculum which have led to changes in the educational system rather than the other way round. Thus the external features are merely symptoms of the more fundamental changes within.

Until recently much of curriculum change has been of the type described by Hoyle (1969) as unplanned and adaptive 'drift'. Latterly, however, curriculum change has been subject to more careful deliberation and planning. It is being 'managed' at various levels and in various directions. The process of evolution within the curriculum can, it is postulated, be smoother, quicker and more effective if implemented according to carefully thought out strategies (Kelly, 1977). But what is 'effective' in educational terms, and what strategies are most appropriate? There appears, still, to be little public consensus in Britain (R. Dahrendorf, Reith Lectures, 1983) even about what form of society the majority of people in this country would like to see. Hence there is also little agreement on what form of education will be the most appropriate for the future, let alone for the present.

Dahrendorf's analysis presents a picture of British society in which the aristocracy has almost disappeared and the working class become weakened and frightened, subdued by the spectre or, for many, the reality of unemployment and unending poverty. From the old middle classes are rising two

conflicting new classes. These are on the one hand the scholarship graduates, the discontented, egalitarian academic and socialist group, many of whose members are to be found in our schools, colleges and universities and on the other hand the industrial money makers, the business men, the meritocrats and the pragmatists of our society, whose outlooks are essentially conservative. However crude this analysis might be it is interesting to speculate on what might be the effect of these two strongly polarised, eloquent, and politically powerful hypothetical groups. If power should swing from one to the other, each group in turn might try to implement policies very different from those of the previous group. The need to bring about rapid change would probably become more intense and strategies more autocratic in style. It is not only the form of education but the means for controlling it which is under debate then.

Curriculum change is a generic term. At one end of the spectrum it includes Hoyle's (1969) unplanned and adaptive 'drift'. Traditionally, at the opposite end of curriculum change, are intentional acts of innovation, designed to improve an existing situation. These may include procedures which incorporate new knowledge or improvements in the techniques of teaching or they may be innovations which are revolutionary, requiring changes in basic assumptions and/or aims for the teacher. As the need for change becomes more intense however it may be possible to extend the continuum to include actions which are initiated outside the immediate context of the school, but which are designed to have an effect inside.

It has long been recognised that change within a social system affects not just one but a number of groups. Each group has its own interests, its own value assumptions and its own theoretical frameworks. Its members

each attempt to modify the change process in some way to make it more favourable to themselves. Change therefore involves a process of bargaining or negotation between groups. A number of authors have explored this process in the field of educational change, for example Willis (1977) and Woods (1979).

Negotation may take place at the boundary of the school, between, for example, the teachers and curriculum developers concerned with a new project or between teachers and local authority advisers. It can also occur in the school, between members of different departments involved in implementing, say, a course of integrated studies; it also seems inevitable that it will occur in the classroom, between pupils and teachers. The negotations which have been analysed by the authors mentioned above have however been concerned with actions which have been initiated within the school. The ideas may have come from outside but the decision to effect the change has in these cases been taken inside. In this study the continuum of curriculum change is extended to include decisions made in the external context, which are then implemented in the school. Such actions are described here as interventions. They may or may not be designed to bring about curriculum change directly, but they do imply that external agents enter the school system with the purpose of helping the teachers in the school achieve a particular purpose.. Literature on educational interventions is extremely sparse and much of the theory used here has had to be borrowed from American sources on the behavioural sciences (see for example Argyris, 1970). Argyris suggests that intervention also involves negotiation and to be effective requires a free commitment from those described as 'clients', i.e. the teachers in this case. Intervention is not therefore an exclusive category. At one extreme

the aim of the intervention may be to help people make their own decisions about the kind of help they need; at the other extreme it may be to coerce people into doing what the intervenor wishes them to do. Intervention may therefore have features in common with autonomous innovation. The factor which distinguishes it is the fact that the intervenor is an external, i.e. the school, or other educational establishment, exists independently of the intervenor. Although at one extreme intervention may overlap with autonomous activity, it nevertheless represents a move towards a more powerful political leadership strategy. Despite the enormity of the problems involved in redesigning and changing complex and aging systems, our society demands that schools should be productive and self renewing; they should be effective and yet capable of adapting to rapidly changing circumstances. Are they likely to be able to do all this without outside help? The advocates of an interventionist strategy would argue not. What then is necessary for intervention to be effective? The focus of this study is the understanding of the requirements for effective intervention when the targets are the human social systems in our schools.

So far this analysis of the origins of change has concentrated on those factors likely to affect the strategy of curriculum change. It is the strategic shift from adaptation to an intentional planned centralist strategy that has been characteristic of the thinking in the past two decades in Britain. Proposals for curriculum innovation are now active rather than passive, explicit rather than implicit in their intentions.

There are many reasons for this shift in emphasis. The most obvious has been the rapidity of social change to which the school system must respond.

Curriculum change is an attempt to adjust to new circumstances, to new relationships between institutions and to other changes in the natural environment, such as the mobility of the workforce and technological developments. Changing social attitudes and values affect the motivation and response of pupils in schools towards the curriculum. A discussion of 'frame factors' such as these has been the topic of a publication by Lundgren (1972). His model is based on earlier work by Dahllöf et al. (1971). Briefly frame factors are the factors that drive the school or charge it with certain responsibilities and those that limit or constrain the actions of the school. They provide the framework which decides what the school can and cannot do. Analytically they facilitate the mapping of the parameters affecting curriculum policy making.

The controls or influences that affect schools may be grouped into at least four major categories. First there is the effect of changing social attitudes and values. The most rapid change in this category occurs in the aftermath of revolution; in more stable societies change is likely to be incremental. It may be operational in the sense that its driving force is based on the desire to achieve, as effectively as possible, a model of education for the future as predicted from existing norms and beliefs. Alternatively it may be normative, underpinned by the changing ideologies of those concerned with promoting education which will enable the members of the society to achieve their idealised vision of its future.

A second type of frame factor is the variety of models and theories on the curriculum. As such it is based on understandings of the theories of knowledge and of purpose in education. Does all knowledge have equal worth? Is the primary goal of education the production of a technically

competent workforce? Answers to questions such as these limit the form which education can take.

Another set of factors has been the major reorganisation of schooling itself. Such changes have included the raising of the school leaving age, comprehensive reorganisation, the introduction of mixed ability teaching, integrated days, individualised learning, etc.. Each calls for major reorganisation of curriculum arrangements and methodology. Such changes may be based on external factors such as changes in the nature and distribution of the school population or they may be based on normative reforms, such as those aimed at establishing equality of educational opportunity or those which would introduce compensatory education in an effort to counteract environmental deficiencies.

Yet another factor is concerned more closely with the actual teaching process, i.e. the theories of learning and cognitive processes. Different theories point to different solutions, e.g. on the time needed for instruction and for different organisational structures. The relationship between the aims and content of the curriculum and structural factors such as these is not at all clear. The processes of teaching may be channelled and limited by them, but within the limitations there may be different ways of steering those processes.

One question which this study will be attempting to answer is how for factors such as those briefly listed here have been considered in the process of curriculum review under investigation. A model based on frame factors attempts to integrate a number of previous approaches, thus building up a more comprehensive picture of the relationship between the

curriculum and the factors which influence curricular decisions.

2.3 Agencies for Change.

The imperatives of social change which have been outlined in the previous section led, in the first instance, to the development of the national curriculum planning model. This was based on the work of the very early theorists such as Bobbitt (1918) (Harap 1962). Education was then regarded as a preparation for the activities of life - activities which were the objectives for the curriculum. Many studies were carried out in an attempt to establish empirically what it was that workers and citizens actually did (see Kliebard, 1971). The uncertainty of the future soon became apparent though and between the wars the curriculum planners turned their attention to the fostering and facilitation of change, rather than the perpetuation of the 'status quo'. Thus the period of the 1930s represented a swing towards the more 'progressive' approach, inspired by the writings of Dewey (1899) (see Hadow, 1926). The advent and aftermath of World War II, however, led the swing of fashion in the opposite direction. The search for methods of training military personnel, particularly in the U.S.A., may have induced an affinity with the more 'hardheaded' approaches to curriculum design. The disenchantment with the 'progressive' ideal was allegedly later exacerbated in the U.S.A. by the panic over the launching of the first Soviet Satellite in 1957. The quickening of political interest in education which resulted created demands for action which led almost inevitably to a new, innovatory device: the national curriculum development project. Work in Britain was pioneered by the Nuffield Foundation and in the U.S.A. by the Physical Sciences Study Committee. Although the efforts of the Nuffield Foundation were

considerable, they were very limited in comparison with the subsequent activities of the Schools' Council, set up in 1964. For legitimation the Nuffield Foundation and the Schools' Council both drew on recommendations of a range of national reports, such as the Crowther Report, the Newsom Report, the Report on the Examining in English and the reports of the Secondary Schools Examinations Council. These, together with the later Plowden Report incidentally provided a prestigious source of ideas for commissioned researches and studies, a role now being played by HMI surveys and government pronouncements.

The development work of the Nuffield Foundation, the Schools Council and a range of other national bodies spread rapidly in the 1960s and is well documented (Eggleston, 1976). The work was based firmly on the rational curriculum planning model. Objectives were agreed, appropriate methodologies and content devised and assessment procedures developed. Each project was then to be evaluated and the evaluation fed back to aid the continuing development of the programme.

What many evaluations revealed however was a remarkable discrepancy between the expectations of the curriculum developers and events in the schools (Salter, Steadman and Parsons, 1980). The evaluators of the Schools' Council projects found that even in trial schools, in which the national team were heavily committed, the use made of the materials was unpredictable. Overall the usage was far less than the team originally believed it to be. The reasons for this were complex. Before the large projects produced their materials the Council was committed to increasing the range of choices available to the teacher (Caston, 1971), but in the early days of the Council there was little or no effort to develop any

definitive strategy for the dissemination of materials. This may or may not have been deliberate policy. Possibly it was related to the non-directive nature of the Council. By 1969 however worries about dissemination had surfaced. The Council became concerned to give as many teachers as possible the opportunity of sharing the new ideas, but at the same time realised that this could lead to 'charges of excessive promotion' (Schools' Council Newsletter, Dialogue, 1972) (Hamilton, 1976).

In spite of its efforts to produce a systematic dissemination of its products, by 1976 the Schools' Council was again under attack for its lack of 'market penetration'. The Council was in a 'catch 22' situation. Any attempt to measure the 'take up' of projects had to be retrospective. It was also almost bound to produce evidence of poor dissemination. The primary aim of the Council had been to extend the range of choice open to the teacher. In addition the style of the projects had changed towards a more interactive style in which the project team worked with the teachers to develop a curriculum. It was therefore most unlikely that many projects would still exist in their original form. By establishing criteria in their investigation which depended on the identification and take up of named projects the enquiry was condemned in advance to produce poor results. Yet it had to undertake that investigation in order to justify its existence. Furthermore it was unlikely that teachers would be able to give unambiguous responses to questions centred on specific projects which had been modified or adapted or were being used only in part. Lastly the team which conducted the enquiry produced no criteria for success and no answers to questions as to what level of awareness could count as success. Ambiguity of conclusion was the inevitable result.

During the 1970s, with the decline of the national curriculum development project, the provision of resources which schools could draw on for their own use became increasingly important. Schools built up their own collections of books, maps, magazines, and course handouts. The Schools' Council and the Nuffield Foundation issued material as 'packs'; slides, charts, video-tapes and films were produced. Although many schools held their own stocks, resource centres were established at both national and local levels. The Schools Council established the Resource Centre Project at the University of London Institute of Education and the Nuffield Foundation set up its own Resources for Learning Project, with a number of associated Development Units scattered over the country. At a local level a number of LEAs also set up their own resource centres and, notably, teachers' centres.

In the area LEA fourteen such teachers centres were opened, mostly in disused primary schools closed as the numbers of pupils contracted. Some were devoted to specialist areas, but others were designed to be used for general purposes. They had libraries, stocked periodicals, held resources for loan and provided venues for INSET courses and other meetings. Their establishment reflected the increasing disenchantment with innovation at the national level and an increasing interest in developments at the local level. They also, it should be noted, increased the opportunity for the LEAs to influence the style of curriculum development within their schools. Such opportunities, of course, already existed. Advisory staff were directly involved in appointing new staff in their schools; they were responsible for the reallocation and changes in arrangements brought about by the reorganisation of secondary education; in many subject areas regular quarterly or monthly meetings were instituted gathering together the Heads

of Department in the schools with specialist subject advisers. The advisers were becoming, in effect, the agents of change.

The problems advisers faced in adopting this role have been explored elsewhere (Bolam et al, 1976). Briefly, advisers have to accept responsibility both for the maintenance of standards in schools in the LEA and for the help and support needed by teachers in those schools. They have to be ready to offer advice to both teachers and Heads in the schools and to the policy makers and administrators at County Hall. At the same time they are required to evaluate and in some cases inspect the schools to ensure that county policies are being carried out. The origins of the advisers role may have been inspectoral and, although retained as such in some LEAs, it has over the years been largely replaced by the advisory approach. The reasons may be complex. The shortage of teachers and growing union power may have weakened the influence of advisers while, at the same time, the traditional autonomy of heads and teachers had to be respected. The more recent rise in accountability already referred to may, on the other hand, be responsible for reversing this trend.

Because of these problems inherent in the advisers' role, the nature of their involvement in the curriculum reappraisal project studied here has been extensively documented. As we shall see it was not so much the question of their role which caused problems for the advisers but rather the extent of their responsibilities and the multiplicity of demands upon their time. Nor did the teachers in the schools seem to be disturbed by having advisers involved in the project; on the contrary they were much more concerned at the lack of time the advisers were able to spare to work with them and the infrequency of their visits to the schools (See Chapter IV).

How then can the role of the advisers, and for that matter HMI, involved in the process of curriculum reappraisal best be described? In 1969, Havelock (Havelock,1969) reported an analysis of the literature on planned change and innovation, and identified three predominant strategic models. These were confirmed later in a report of an extensive investigation of 350 school districts in the U.S.A. Later in 1977 Havelock and Huberman (Havelock and Huberman, 1977) reported an extension of their work to a study of innovation world wide, and extended the number of models to five, namely

Participative problem solving

Open input

Power

Diffusion

Planned linkage

The study by Bolam et al. (1978) had located the role of the advisory service in the planned linkage model. However Bolam et al. pointed out that a linkage agent was likely to play several different roles, either simultaneously or sequentially. The priorities advisers appeared to asign to these different roles is interesting. The one they gave as the most accurate description of their role in bringing about change in schools and colleges was 'providing specialist information/advice via inservice training courses with a view to promoting change'. This was closely followed by 'visiting schools/colleges to diagnose their problems and needs and indicate solutions and developments which you see necessary'. The advisers clearly saw their role as a knowledge - linkage agent. Another interesting feature of Bolam's results is the low rating given to linkage work with outside agencies such as the Schools' Council, and other research and development organisations. It is also noteworthy that a

high rating was not given to strategies which would enable schools establish their own problem-solving decision-making procedures. This is significant in the light of the curriculum reappraisal effort reported here for, as we shall see, one of the most important aims of that exercise was to enable schools to reach their own decisions on their curriculum from an analysis, primarly, of their curriculum intentions. If advisers are unfamiliar with procedures which may enable them to help schools achieve this aim, one has to ask whether they are the most appropriate change agents for this purpose?

During the 1970s interest in school-based curriculum development deepened. Initially in-service courses were organised to enable teachers to develop not only their curricula but also the school organisation, their pastoral care system and other features of school life. It is a well known fact however that little gained on external courses actually feeds back into organisations and it soon became clear that in-service training would be better placed in the school itself. Such developments were legitimized by the James Report (James, 1968) which advocated a considerable expansion of in-service teacher training. What was also needed, it was said, was a body of highly competent professional teachers, or 'tutors', capable of undertaking diagnosis or prescription themselves. Such teachers could be the link between schools and other agencies and it was they who were recommended should be the first to be admitted to in-service courses so that they could be trained for their new task.

With moves such as these the emphasis moved to the school itself, to curriculum development based in the school, largely dependant on school staff and resources (McMullen, 1973). Activities such as these became

known as school-based curriculum development (SBCD). Advocates for SBCD presented the following arguments (OECD, 1979):

a) There was an increasingly strong demand for greater autonomy at local and school levels.

b) Centrally developed curriculum projects had not had the success expected of them. It was often only a partial or modified version of them which was finally implemented in the schools.

c) Centrally developed curriculum projects failed to consider the specific situation of each school and many schools therefore found them difficult to put into practice.

d) There had been many setbacks in implementing centrally developed curriculum projects due to misunderstanding, poor communications and/or lack of motivation of the teaching staff.

SBCD was felt to provide the answer through increased participation and it was hoped it would lead to better implementation.

In the event, the moves to encourage SBCD were overtaken by external events. Firstly public concern over the standards of education achieved in Comprehensive schools and the publication of the Black Papers (Boyson et al, 1974) triggered a number of political and other moves. At the same time as James Callaghan was initiating the Great Debate in the country, a new group of HMI was set up with the task of writing a set of discussion papers on the curriculum. In this we have the genesis of the Curriculum Reappraisal Project which is the subject of this research, for these papers were discussed by representatives of certain LEAs and the ideas eventually taken back for a number of them to follow up later.

At the same time the recession hit the schools and the LEAs. As the

money became more scarce, so resources became less readily available. Ultimately all but one of the teachers' centres in the area LEA were closed. The number of advisory staff in the LEA was also cut by 15%. The period of the '70s became a period of retrenchment. Even the Schools' Council itself was eventually to terminate its existence in 1983. But that was a long time ahead. The curriculum reappraisal project must be viewed in its context, however, for the threat of the recession and the possible loss of jobs was uppermost in peoples' minds at the time. In that situation how feasible was it to expect teachers to look upwards and outwards, to extend their professionality, to risk appearing incompetent as they struggled to cope with abstract theory? Yet how important was it to them to appear to succeed when their professionality capacity was being challenged? In the words of one Head

"It would be a brave teacher who would say no".
(BO, Interview Transcript, p1)

The interventionist strategy may therefore be a direct result of the recession, leading to a shift in the location of influence away from the periphery and towards the centre. The autonomy of the schools had become eroded as the control of funds moved the power base towards the DES and ultimately the treasury. In times of plenty it is likely to reverse; the purse strings do not then need to be so tightly tied. This may explain the shift of emphasis towards a centralist interventionist policy in the financially stringent 1970s and early 1980s.

The educational system, as always, has adapted to this new state of affairs and projects are already being set up to provide guidelines for teachers who may wish to take the initiative of reviewing and developing the curriculum and the organisation of their school themselves (GRIDS, 1984).

The GRIDS (Guidelines for Review and Internal Development in Schools) are intended to be used as a do-it-yourself kit that any school can use on its own. It has been a Schools' Council Programme I activity based at the University of Bristol since September, 1981. The purpose is to promote internal development, rather than to demonstrate accountability to external agencies. Since 1981, the materials have been used in thirty-one primary and secondary schools in five LEAs, none of which was involved in the CRAG programme, and the project is just about to enter its second phase. Two handbooks, one for primary and one for secondary schools are being published by Longmans in 1984.

It has already been noted how the focus of curriculum development eventually moved to the schools themselves. This has now been paralled by the move to school-based curriculum review. It would suggest that, as with curriculum development, substantial progress is likely to be achieved only when the user takes the initiative. Externally initiated developments are at best only partially accepted and implemented. The evidence on this point is examined in the chapters that follow.

2.4 The Processes of Change and Innovation - an overview.

The 1960s curriculum development movement in Britain with its rationale of centrally developed resources for teachers has been discussed in the previous section. The concommitant strategy for change in any area of human activity has been termed the 'central - periphery' model of development, i.e. development by a relatively small central team and dissemination to the periphery (for definition see Schon, 1971). In contrast the 'social-interaction' model as applied to education regards teachers as key

developers, spreading the word through the development of teacher networks. This model has been termed the 'proliferation of centres' model. There is also a third model in which the central team reacts to problems defined by the teachers. A range of materials is developed from which teachers can select those they deem most appropriate for their pupils. This model has been termed the 'shifting - centres' model.

The crucial difference between the three is the focus of emphasis. In the central - periphery model it is the developer who is most important; the teacher is a passive consumer. The proliferation of centres model emphasises the teacher, but as a linkage agent responsible for diffusion rather than development. The third, the shifting-centres model, stresses the user, as diagnostician and as decision-maker.

Early studies, (e.g. Havelock, 1969; Chin and Benne, 1969) concentrated on the process of dissemination, the deliberate or planned spread of innovation but as it became increasingly evident that innovations were rarely implemented as intended, the focus of interest then changed to the process of implementation. Dalin (1973) provides a neat summary of conclusions in the relevant literature: "institutions do not adopt innovations, neither do they create them. Institutions adapt and develop innovations from institutions and people outside the institution". The shift in emphasis from the study of dissemination to the study of implementation revealed a much more untidy picture of institutions than had been previously realised. It became necessary (Reid et al. 1975) to devote "at least as much attention to the context within which the curriculum was to be implemented, as to the design of the product itself".
Successful implementation often meant mutual adaptation. As Bolam (1980)

observed "the interaction between project and setting was neither automatic nor certain". Innovation frequently cut across power relationships within schools. For example the decision to move from a subject based approach to an interdisciplinary one was likely to endanger the status of some members of the organisation, simply because it undermined their claims to expertise. Such a decision therefore had political implications.

House (1980) tended to go even further by asserting the political perspective was tending to become the dominant interpretative framework. It had largely superceded the technological framework. Not only were there value differences between the project team and the users of an innovation, there was evidence (Elliott, 1977) that the members of the project teams had different priorities from those held by the users and that the assumptions which one side made about its role and responsibilites did not always match with those held by the other. The political implications of this and the observations that institutions tend also to be adapted as their members try to implement innovations has been instrumental, at least in part, in shifting the emphasis from piecemeal reform of individual subjects towards a study of the changing curriculum as a whole.

Curriculum development then reflects the relationships between curriculum groups or innovators and the areas of study. It is these relationships in which all members of the school community have an opportunity of participating.

Chapter III

Theoretical Foundations for the Research Methods

3.1 Research Perspectives in the Social Studies

Research workers in the field of the social studies can choose from a number of alternative perspectives, each different approach provides the researcher with a means of trying to understand what is happening in a given situation. The choice of the most appropriate method for the study of the curriculum reappraisal was the subject of much debate between members of the research team at NWEMC. To have adopted scientific approaches to understanding would have meant that any statements or explanations used or derived should have been capable of being verified empirically. The procedures adopted would then have had to show not only how the conclusions were reached but also how the work might be checked and the results tested by repetition or comparison with equivalent material. The criteria and procedures would also have had to demonstrate the consistency and reliability of the findings and the extent to which they might be verified in practice, not an easy task in this particular situation.

Alternative approaches could portray the people involved and their actions in penetrating ways, ways which could not be judged in terms of accuracy or validity but which, through their structure could induce feelings and emotions in the reader. The judgement of such work would then be determined by argument and discussion related to underlying assumptions rather than by scientific criteria.

In contrast to the work reported here, the project at NWEMC was subject to a particular constraint. Although the Steering Committee for the NWEMC research project expressed at all times a keen interest in the wider aspects of the research, what it was really seeking from the research team was an evaluation of the area LEA Curriculum Reappraisal programme. In other words the immediate purpose of the research team was to provide information for the guidance of decision-makers. Nevertheless at an early meeting of the Steering Committee (NWEMC, 1979) it was agreed that the focus of the research should be the 'process' of reappraisal rather than its 'products'. Because of the nature of the reappraisal programme, each stage of which imposed its own form of activity and was constrained by its own circumstances, it would, in any case, have been almost impossible to define any criteria of success for the programme in terms of the achievement of outcomes. Nor was it feasible to obtain information about the efficacy of the programme in comparison with others of a similar nature, for there were, quite simply, none available for comparison.

In spite of the decision to study the 'process' rather than the 'product', many fundamental issues had to be resolved by the members of the research team. If they were to search for answers to questions about the social world in which the reappraisal programme was being enacted, they could adopt any of a number of distinct though related perspectives. Each of these perspectives differed to varying degrees in terms of the concepts they used, the questions they posed, the methods they used to answer those questions and the evidence, explanations or solutions their adherents considered to be satisfactory. It might be noted that the starting points or assumptions of one approach were frequently the basic problem or question to which another approach was devoted. Each approach could give

a different basis for understanding human behaviour and action and each might be equally valuable and useful. It depended on the questions they sought to answer.

As the field of the social studies has expanded and the approaches become more diverse their results have, in some cases, overlapped and, in others, become contradictory. Each perspective has its own adherents, who tend to view their approach as the only viable one. Since, however, there is no scientific method which can prove the validity of a preference for any particular perspective, the values or preferences of the individual researchers are likely, in the end, to be the factors which determine the nature of a given enquiry. Proponents of the scientific or nomothetic view include Cronbach (1963), Anderson (1969), Campbell (1969), Lidvall and Cox (1970) and Stanley (1972). Their work has increasingly been criticised by writers such as Parlett and Hamilton (1977), Stake (1975), McDonald and Walker (1976) and Stenhouse (1975), who have adopted a more 'illuminative' approach using the techniques of case-study and 'portrayal' for their methods. As Kemmis (1978) has pointed out this change from the 'nomothetic' to 'idiographic' (Kemmis, 1976), and hence from 'quantitive' to 'qualitative' methods, came about because of concern about the shortcomings of the nomothetic method in the measurement of student learning. This, however, is not a problem as yet tackled by exponents of the 'new' methods. It cannot be because the problem is not an important one, rather that the 'new' methods do not solve the difficulty of providing unequivocal evidence about learning. It must be recognised that in the end the quality and validity of the findings of research and evaluation studies rest on the judgement of the community. If the theory and the findings are to have any impact then they must be capable of

persuading others that they are relevant, effective and meaningful. Different problems may require the use of different methods for their solution. It may be, as Kemmis (1978) suggests, that the problem of student learning is best tackled by using 'ideographic' methods, i.e. by recognising and analysing the cognitive structures engaged during the learning process and by use of the technique of structural analysis, or it may be best, as Stenhouse (1980) proposes, for the researcher to gather about his subjects "evidence sufficiently rich to support the kind of discussion from which judgements can be made, and then subjected to refutation or conformation in the light of evidence". However it is tackled, the problem of the choice of approach is not a simple one. It depends on the question to which an answer is being sought and is likely to be governed by questions of expediency.

In order to plan the research at NWEMC one of the early tasks the research team tackled was to make a list of the questions they felt they should try to answer about the reappraisal programme and those involved in it. The questions turned out to be complex and to vary in their focus. Some it was impossible to tackle; some needed the setting up of complex models for their elucidation; yet others were clear and straight-forward. Three over-arching questions were in the end selected for further study. These are given in the chapter which follows, together with the list of questions which have been addressed in this thesis. Because of the complexity of these questions no one method or perspective was thought at the time to be entirely suitable. The choice of the most appropriate approach depended largely on the nature of the question asked. Because of the particular nature of the questions selected at NWEMC, the case study method was used extensively there, but in this thesis the methods I have

used for collecting evidence and the way in which I have interpreted that evidence do not follow any one approach closely, as the following instances may illustrate.

Both quantitative and qualitative data were frequently collected concerning the same event. For example it became apparent early on in the research that many of the teachers had been uncertain about the aims and purposes of the enquiry. Tape-recorded comments I obtained from teachers confirmed this observation and a frequency analysis of the aims which teachers cited showed a wide variation in responses. Interestingly enough it became evident to me later that this wide variation was not regarded as a major source of difficulty by many of those involved.

In ethnomethology (Garfinkel, 1967) words do not have unchanging meanings at all times. The meaning of a word depends on the context or occasion, i.e. the setting in which it is used. Furthermore the common-sense meaning of the word is taken for granted and is standard for the members within the group. During the research project I realised at one point that the word 'movement', used as an objective of teaching was being ascribed different common-sense meanings by the members of different subject departments. Similarly differences in the interpretation of the term 'spiritual' in the 'eight areas of experience' were clearly evident. These differences in meaning offered an explanation of some of the responses given to the questions on the 'eight areas' in a fixed response questionnaire I used during the research field work in Phase 2 (see later).

In order to investigate the effect of the management style in the school on the progress of the review, a prerequisite was the description of the organisational ideology of the school. I used a questionnaire

based on a structuralist interpretation of responses to set questions for this purpose, and the results of this discussed with members of the organisation, many of whom later offered alternative interpretations.

In the early stages of the exercise there were a number of complaints from LEA advisers and the schools about lack of control and direction in the enquiry. Interviews I conducted revealed the different perspectives of HMI and advisory staff, showing how differently each perceived each others' role.

If the results of investigations such as these offer no definitive statements and sometimes appear ambiguous, at least they provide a rich source of material which can later be studied from a fresh vantage point. Of course one always hopes that the integration of research findings will lead to systematic theory, yet I needed models and theories in the first place to guide the investigation. This dilemma, created by the inter-dependence of theory and method, was initially resolved by borrowing frameworks from other fields in which systematic empirical research was available. This approach was risky because it lacked coherence. The frameworks were only integrated by their relevance to the activity of initiating and sustaining the programme of reappraisal under investigation. The nature of the borrowed concepts is made explicit below. At each stage in the argument the theoretical framework is examined to ensure it is internally consistent and empirically verifiable.

3.2 Research Methods

In developing any theory it is necessary to take account of the fact that there has been considerable controversy over the last few years not only

about the perspectives, but also about the methods used in social research. (Winch 1958, Parlett and Hamilton 1977). The problems which have been highlighted by these and other authors are not simple. In the first instance there is the unavoidable involvement of the enquirer in the enquiry. In his efforts to interpret or explain the behaviour of others the researcher inevitably draws on his own conceptual framework. The behaviour or action he observes however embodies a particular meaning for the actor, a meaning which is based not on the conceptual framework of the researcher but of the actor. The meaning of any action can therefore only be interpreted by negotiation and discourse between actor and enquirer. The problem the researcher faces of reinterpreting the meanings embodied in individual actions thus gives rise to the problem of the 'double hermeneutic' (Kemmis, 1978; Taylor, 1971). The question of whether an accurate reinterpretation is even possible and how we can claim to have 'knowledge' of another's intentions and meanings has been discussed by many authors (Gauld and Shotter, 1977; Winch, 1958; Boden, 1978; for example).

It is the contention of Gauld and Shotter, for example, that the background assumption we bring to all our dealings with our fellows is "that other people's behaviour is to be understood and explained as action as the conscious product of more or less rational agents ... people's behaviour makes sense to us only if we regard it in that light.....and to reconstruct an agent's intentions, and the reasonings he pursues in the hopes of fulfilling them, is not necessarily to speculate about the sequence of his conscious states ... one is simply tackling a problem as one thinks he might have tackled it ... (thus) subjective interpretations of the meanings of actions are not amenable to verification by observation and experiment"(Gauld and Shotter, 1977). This quotation begs a number

of questions, not least the definition of rationality and the matter of whether it is an absolute or relative term. If one accepts, however, what the authors appear to imply, i.e. that rationality requires that, in a given situation and assuming common intentions, individuals sharing a common conceptual framework are likely to choose one particular, i.e. the rational, course of action, then interpretation of meaning becomes a matter of placing oneself, in imagination, in the other person's shoes. The significance of the situation and the meaning it has for any actor cannot however be taken for granted. This argument has been central to the work of Silverman (1970), who maintains that social reality for an individual is defined not by his observation of action and behaviour but from the meanings he ascribes to that behaviour. Thus Silverman's stated position focuses on the individual and structural, or cultural, factors. A given situation does not, he asserts, have the same meaning for all individuals. However such an approach has been criticised by Argyris (1972) who points out that the work of many social psychologists leads to the conclusion that meanings cannot be empirically identified by ignoring behaviour. Indeed he argues that the understanding of how people develop meanings for themselves begins, not ends, by observing human behaviour. To obtain meanings as held by individuals it is, he says, necessary to make inferences from behaviour as well as to ask questions. Silverman's work has also been criticised by Goodman (1977) who points out that Silverman's model should lead to an individual-based sociology, which by its very nature raises problems in interpreting collective behaviour in an organisation. In this dilemma Silverman falls back on the "ideal-typical" organisational member. It is in the light of this inconsistency that Argyris raises the question of what a researcher can do in an organisation. Whereas Silverman would shun the development

of theory from which one could derive and test prescriptive generalisations, Argyris holds that a publically verifiable (descriptive) theory of organisations is possible but requires certain kinds of empirical tests that cannot be executed without some prescriptive or **normative assumptions**, i.e. meanings may be created by the conscious and planned intervention of the researcher. This study concerns individuals in organisations. Thus we have not only the problem of the involvement of the enquirer in the enquiry, but also the interpretation of collective as distinct from individual behaviour, in a situation which would appear to have as many meanings as there are actors in it.

The methods of rigorous scientific research are most unlikely in this situation to give consistent results. The social science universe, unlike the physical universe may be "capricious, and play tricks ... indeed the very research methods may cause the universe to respond in an unpredictable and fickle manner" (Argyris, 1972). The social science universe is modified by its participants.

It was with all these problems in mind that heuristics and cognitive maps were developed for this research. It was hoped that these would lead to the development of a theoretical framework which would make it possible to identify some critical variables. Since none of these variables could be manipulated the best that could be hoped for was that they could be studied over a period of time. Generalisations, if they could be made at all, would therefore have been made under conditions which were explicit. Such methods do not refute the argument that action embodies meaning - which must be different for different individuals. However it does rest on the assumption that, in a society, people develop meanings of actions

at least partly by observing the behaviour of others or responses of others towards their actions. Following the argument of Gauld and Shotter it is also assumed that meanings are established by dialogue, which if verified by further observation and interpretation, leads to the understanding and explanation of action. It is only if further observation leads to perceived consistency of behaviour or action that the original meaning is confirmed. The agent is therefore not himself the supreme authority as to the meaning of what he does. Cultural factors, theories of behaviour, and the meanings ascribed to the social situation together lead people to carry out actions whose meanings derive, in part, from the meanings of that social situation - it is not clear which is the chicken and which the egg! Whenever cumulative experience is examined for consistency however, the process is essentially based on a numerical analysis - on statistical inference. Though one particular action may be capable of being interpreted in many ways, and there may be many actions which indicate a given meaning, the number of possibilities is not unlimited. Furthermore, some interpretations are much more likely than others. There should therefore be a statistical distribution of behaviour whose spread indicates the ambiguity of meaning and whose height the acceptance of that meaning within the culture.

A very simple example may demonstrate this. Suppose a person removes his tie. Possible interpretations may depend on the situation. If the day is hot, the person may feel too hot. Alternatively he might have a sore neck or be about to change for tennis. Given the situation of a hot day on the beach in summer and no indications to the contrary, the first interpretation may indeed be correct, and thus could be ascertained by asking the individual concerned. If then a number of others in the same situation are asked to give their reasons for similar actions we would expect the

frequency of response to confirm that, that interpretation was the most probable, although not by any means the only possibility.

Inferences drawn in this way do not indicate that the subject is being treated like a 'hard science' in which particular phenomena can be explained by relating them to causal laws, but simply that statistical methods can be used, with great caution to identify significant patterns and, possibly, the extent of the correlation between them.

In the following arguments the theory moves from the particular, i.e. theories of individual action, to the general, invoking theories for social action.

3.3 Individual and Social Action

To move from a study of individuals to a study of social action within organisations has required, as has been shown, an additional set of assumptions. The nomothetic model for evaluation defines success or failure in terms of the discrepancy between intended and actual outcome. Where individuals are not expected to attain a common goal or objective, this model becomes unworkable. What is required is a model based on the process itself, yet retaining the particular and unique features of each individual's participation. In attempting to set up a procedure for this I have drawn on the theories of action postulated by Argyris (1970). They are summarised briefly as follows:

a) individuals develop norms, strategies and assumptions or models of the world from consistent observations;

b) learning can be understood as the construction, testing, and re-

structuring of knowledge;

c) deliberate human action is determined rationally by a theory *for* action which is applied in a set of perceived circumstances in order to achieve a desired consequence;

d) human action is interpreted rationally by using a theory *of* action which is applied in a set of perceived circumstances in order to explain or attempt to predict behaviour;

e) the theory *for* action which guides behaviour may or may not be compatible with the theory *of* action which is used to interpret one's own or other peoples' behaviour;

f) a group of people constitutes an organisation if the members make collective decisions, delegate to individuals authority to act for the organisation and set boundaries between themselves and the rest of the population;

g) a group of people is organised when rules are developed for decision-making, delegation and membership;

h) individuals in organisations develop collective norms, strategies and assumptions, theories *of* and theories *for* collective action.

i) if outcome and expectation are not congruent, an observer of an action may revise his expectations by

(i) analysing the situation and noting change in perceived circumstances

or (ii) restructuring the theory *of* action

j) if outcome and expectation are not congruent an agent may attempt to alter the observed outcome by

(i) analysing the situation to learn what new circumstances may have affected the expected outcome

(ii) seeking a new strategy to achieve the expected outcome

(iii) restructuring the theory *for* action.

This theoretical structure has two implications. Firstly the observers' interpretation *of* any action may or may not concur with that of the agent. Negotation is required to achieve a shared interpretation. Secondly, the development of a theory *for* action - a *practical* theory - leads to expectations which may or may not be realised in practice. Such theories have to be explored before an action takes place, because subsequent theories *of* action may be restructured and incompatible with the theory *for* action. In short one may be tempted to rationalise an unexpected outcome! I was able to conduct detailed investigations of the theories *of* and *for* action in the research programme to some extent in the phase 2 school in which the reappraisal programme was studied. For example, teachers in the school were asked to state what factors affected their choice of courses or projects for their pupils. At the same time they were asked to indicate the potential of the checklist of the 'eight areas of experience' for judging priorities. The questions were in part derived from comments obtained from teachers in phase 1. They included for example:

'Did the notions of balance and breadth which the checklist sought to introduce enter into the teachers' considerations as part of their practical theory for constructing a curriculum?'

and:

'To what extent did the checklist enable teachers to restructure this theory?'.

This theory would also seem to indicate that to achieve a particular satisfactory outcome, the desired consequence of a proposed action must

be clear and explicit, for only then can the most appropriate action be determined. Furthermore the complexity of the required action would seem to determine in part the likelihood of congruence between outcome and expectation. It had previously been pointed out (Fullan, 1977), in a review of the characteristics of innovations that stand out as affecting their implementation, that there are two which seem to be of prime significance. These are the a) explicitness or plans for explicitness associated with the innovation and b) the complexity or degree of difficulty of change required by the innovation. Low explicitness was reported to lead to user confusion, lack of clarity and frustration on the part of the user. Ultimately of course this lead to a low degree of implementation. Both these factors were therefore investigated in the interviews held in both Phase 1 and Phase 2 schools.

3.4 Social Systems

An analysis of the process of innovation in education using systems theory has been given by Havelock and Huberman (1970). A system has been defined by them merely as a set of elements related to each other. The relationship may exist on various levels from

(i) that in which the members of a system are only clearly aware of one another

to (ii) that in which the members constitute an educational innovation. The model is described in some detail in the methodology which follows, where its use as a heuristic for the research is discussed.

Also in the following section are models for the processes of decision-making, intervention and organisational structures. These are based on

work by Kelly (1978) on decision making, Argyris (1970) on intervention theory, and Handy (1976) on the theory of organisations. All indicate factors which may contribute to theories **for** action i.e. they include practical recommendations. In many cases these have been the basis for research investigations and all have been derived from extensive empirical studies.

3.5 Focus of Research

It has been suggested earlier that the choice of research method should be related to the kind of question one seeks to answer. This idea meant that various methodologies were required to answer the various questions posed by the research team. In the early stages much time was spent on debating exactly which questions would be the most fruitful to tackle and what was the most appropriate method for tackling them. The members of the team were faced with a situation in which the activities they were to investigate had already started, and there was little chance that they might affect the course of events. They had to jump onto the 'bus' - but which bus, and to which destination? Although much time and effort were devoted to these problems in the early days, decisions had to be made quickly. The natural inclinations and backgrounds of the members of the team initially appeared to be very different, and it was a real puzzle to decide how to attack the problem of investigating such a large, amorphous exercise as that of the curriculum reappraisal programme.

Apart from considerations of ideology the range of questions which it was practicable for the research team at NWEMC to consider was inevitably limited by circumstances. A similar set of circumstances had also to be

taken into account in this investigation. Briefly these were as follows:

(a) The programme of curriculum reappraisal under investigation was unique and, although the LEAs of five counties in England took part in it, the events were only followed in one of those LEAs.

(b) The reappraisal programme was well under way by the time the research team was appointed.

(c) The time available to the research team for field work represented only a very small portion of the reappraisal programme.

(d) Only a small number (seven/eight) of schools in the LEA was involved in each phase of the project.

(e) The programme for the curriculum reappraisal which was the subject of the research enquiry was strongly related to its own context. No two LEAs and no two schools adopted exactly the same procedures for reappraisal.

(f) During the research, the research ream were only minimally involved in development of the reappraisal programme.

Circumstances such as these meant that it was impossible to answer questions related to likely outcomes in other contexts, since the data which might lead to the appropriate generalisations was clearly not available. In the first place the vagueness of the programme, and the small size of the sample prevented meaningful correlations being made of activities in relation to their context. Secondly no variables could be consciously manipulated or controlled. This meant that comparisons with 'controls' were not feasible. Thirdly, it was not possible, in view of the proportionately short time available for field-work, to explore the longitudinal effects of the reappraisal.

Consequently the project had to investigated in its context as an individual event and heuristic maps were needed to chart the investigation. The research project which developed at NWEMC investigated the impact of the project on both Phase 1 and Phase 2 schools in order to:

(1) assess the merits of the project's approach to curriculum review;

(2) examine aspects and outcomes of the LEA's interpretations of its role in the project;

and (3) identify factors particular to the schools which may affect their capacity to engage in curriculum review. (NWEMC, 1980)

Although again divided into three, the categories of questions which this research attempts to answer have a different slant. They are:

(1) Assuming the reappraisal project may be regarded as a system, to what extent were the properties of an 'optimal' system found within the pattern of the project?

(2) Assuming that the reappraisal project may be regarded as a problem-solving process, to what extent were the properties of an 'optimal' problem solving configuration found within the project?

(3) To what extent were the outcomes of a school's involvement in the project related to

  (a) the pattern of the project?

  (b) the procedural configuration of the project?

  (c) factors particular to the school?

These questions offer nothing to indicate what is meant by 'optimal', with reference to either the pattern of the project or its procedural configuration. Furthermore, the limitations cited above made it impossible to elucidate any generalisations of that nature from the evidence

collected during the research project. To set up working hypotheses it was, therefore, necessary to 'borrow' evidence and theories from other sources. From these a model for the reappraisal process was developed and a series of hypotheses generated which could be tested in practice.

The sources of information which were sought in the literature were principally those which in the first instance depended on the gathering of extensive empirical evidence, and secondly generated theories of a 'practical' nature i.e. they offered prescriptive advice or optimal conditions for activities bearing some relationship to those found in the reappraisal programme. Such theories when gathered together served three functions (Hutton, 1969). Firstly they initiated enquiry and guided the subsequent research, i.e. they had a heuristic function; secondly they brought the mass of information collected into order, i.e. they orientated the enquiry, and thirdly, they enable the mass of data collected to be reduced to a series of simple statements i.e. they had a reductive function. This made it possible to focus on certain activities or factors of the reappraisal and to compare these with prescriptions from the theory. At the same time it was realised that such models and theories were only very 'blunt' instruments. They failed to take into account the different forms of knowledge which could be gathered about a topic (Oakeshott, 1967). There was for example a mass of 'technical' knowledge and information available about the programme; there was also 'practical' knowledge to be gained of the situation in which the programme was enacted. Any analysis also had to have regard for the very sensitive particulars of the actors and their immediate situation. This the broad theory could not do.

Nor could, or should, such a theory be expected to give 'recommendatory prescription' (Cronbach, 1975) although, in several instances, it was hoped it might be possible to glean something from it which could later be used for guidance, simply because the theory highlighted some possible implications of undertaking a particular course of action. To make refined judgements about what action to take in particular cases, enacted in particular contexts, would need much more information than could be reduced to simple indicators. However set alongside an account of the way a particular group of people had confronted and tackled a problem or persued a course of action, the theory did enable one firstly to look for connections between big problems and little ones and, secondly, to compare the immediate problems which people encountered with the recurring problems shared by others engaged in similar activities.

3.6 Related Theories from the Literature and the Development of a Theoretical Model

The theories which have been sought may be grouped into five themes:

a) systems and change

b) intervention and innovation

c) procedural configurations

d) decision-making

e) optimisation of systems and strategies

a) Systems and Change

The background theory for this theme comes principally from two sources: Havelock and Huberman (1979) and Hutton (1969). These authors have been

chosen because of the very extensive nature of their investigations plus their detailed analysis.

The basic premise of both is that humanity is always organising and re-organising itself into systems and subsystems. The elements of a system always have some degree of unity, but this is flexible. Essentially a system involves a process, a route by which inputs may be absorbed and outputs generated. The system may be open or closed in that it may or may not accept inputs of energy or resources from its environment.

The ease with which systems can be changed or made to grow depends on the extent of their openness which in turn allows the rearrangement of internal elements, together with the easy and rapid flow of personnel and information. An incomplete system is indicated by disarray, confusion and conflict and demonstrated by the problems, needs and deprivation of a system. It may occur if certain elements are lacking, the system is too large or the elements are independant.

Several factors likely to induce a system to change are listed by Havelock and Huberman. Amongst them are new inputs from outsiders, failure to achieve equilibrium of the system, a change in process or configuration within the system, fusion with other systems, and innovation. Innovation implies a deliberate attempt towards improvement of the system. Thus change and innovation are regarded as different processes. Innovations initiated externally are denoted in this thesis as interventions.

These authors suggest that the process of innovation has certain requirements which must be met if it is to be successful. There has to be a sequence

of events which starts with recognition of need and leads eventually to installation of a change. At the practical level there has therefore to be a group or set of people tied together by the innovation and a transformation of their ideas into resources, practices and institutions. This process also requires a problem solving sequence in which, firstly, needs are recognised and defined as problems, secondly, solutions are found and applied and, thirdly, needs are then satisfied. An innovation may therefore be itself regarded as a temporary system having both input and output. Although a system itself, an innovation is however always created within another system which produces inputs in terms of needs, objectives, personnel and resources and which absorbs the outputs of the innovation.

Since an innovation in this context is regarded as a system, it implies the existence of an organisation. An innovation therefore has a configuration which may be visualised as:

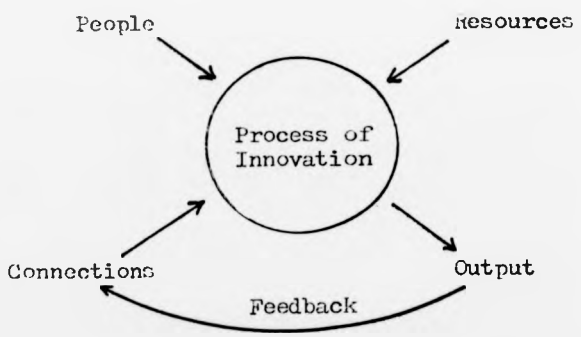


Fig. 3.1. The Process of Innovation - inputs and outputs

The processes involved are those which control the transactions of the system with elements from the environment, e.g. external values, pressures and resources, those which facilitate the achievement of goals, and those which maintain the system, such as the means of securing resources and accessing information (Hutton, 1969).

The conditions which are likely to lead to attempts to create a new system and hence to innovation have been analysed by Havelock and Huberman (1977). Such action may, they say, be brought about because of a breakdown in existing systems or because of dissatisfaction with them. However they stress that actions depends on the mobilisation of a concerned subgroup and the emergence of a leader from that subgroup. Leadership therefore becomes an area for investigation in this thesis.

The input-out configuration of a system may be visualised by aid of a diagram:

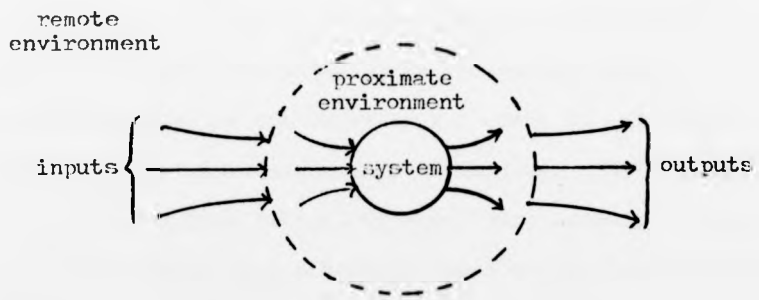


Fig. 3.2. The Input - Output Configuration of a System

Since inputs can come from many sources and be of many kinds, some element of input management is necessary. Firstly inputs have to be consistent with the needs of the system and therefore careful searching and scanning

for appropriate inputs is required. Inputs also need screening and critical evaluation, for they may have to be regulated and directed and, in several cases, adapted to fit the system's needs. Furthermore, they have to be co-ordinated with the existing system -i.e. the regular and routine life of the 'host'. It is observed by Havelock and Huberman that it is at this stage of integration that the most serious failings in innovations frequently occur. This finding is also verified by Gross et al. (1971) who cite the incompatibility of organisational arrangements as one of the most likely barriers to implementation of a project.

Since inputs come from other systems Havelock and Huberman point out that the entries of these have to be timed, co-ordinated and matched with one another, a process entailing some negotiation. Extended negotiations, they say, may be good up to a point but can eventually indicate stalling or reluctance. The value of negotiations therefore depends on the quality of the input dialogue.

An innovation may be set up to achieve specified goals but that, they say, is a limited concept. The value of an innovatory system can only really be assessed by analysing the benefits and costs to all those concerned and these are not always easy things to measure. The difficulties point to the need to establish output dialogue, just as much as input dialogue. Only then is it likely that potential users and decision-makers will become aware of the more subtle implications of implementing the innovation.

The analysis based on the work of Havelock and Huberman also leads to the suggestion that there are certain key variables which are likely to be significant in determining the success or otherwise of implementing

educational innovations. Many of these key variables were investigated by Havelock and Huberman in their extensive survey of the literature on the implementation of educational change and innovation. From their model they were then able to explain why many problems occurred in implementing innovations, i.e. they were able to derive a theory of action. At the same time by using their model in conjunction with empirical evidence they were able to provide many recommendations for those whose task it is to implement innovations i.e. they also derived a theory for action. Many of the key variables which they identified as significant in determining the eventual outcome of an innovation are included amongst those I investigated during the reappraisal programme. These are reported in the following chapter of this thesis.

In summary, questions generated from the application of systems theory to the process of reappraisal include:

1) Indentification of the inputs to the process.
2) To what extent do the inputs match the needs of those undertaking the reappraisal?
3) Are the inputs co-ordinated with the regular and routine life of the 'host' school?
4) What are the benefits of the reappraisal programme for the 'users' and 'decision - makers'?

b) Intervention and Innovation

Since the occasion on which Mr James Hamilton, then Permanent Secretary to the DES, gave his speech in June 1976 to the Association of Education Committees it has become increasingly apparent that the education system in the country was to be subject to intervention from various quarters. The reappraisal programme, promoted by HMI and adopted by LEAs represents an example of intervention. The methods by which curriculum projects and innovations may be evaluated have been the subject of much discussion and debate as we have already seen. Curriculum interventions are not however so numerous and the methodology for their evaluation has not been so extensively examined. The problem which therefore has to be considered is how to judge the effectiveness of an intervention, which may or may not lead to innovation. The theory used here is adapted from Argyris (1970).

Intervention is said to occur when people from outside enter an establishment, in this case a school, to work with the members of the establishment, their groups, and the physical objects of their environment, for the purpose of helping them to operate competently and effectively in some particular field. It is assumed that the school normally exists independently of the intervenor(s) and that members of the school collectively or individually need help. The intervention may be connected to a variable extent with a source of external pressure.

One possible reason why intervention may occur, as may innovation, is as a result of dissatisfaction, or where there is a mismatch between observed and expected or desired outcomes of an activity. The dissatisfaction, and hence perception of a problem for which a solution is sought, may come from

any level within the school or from an external source. The autonomy of the school from the source of induced pressure may vary, and so may the ability of the source to influence the attitudes or behaviour of members of the school. The objectives of an intervention indicate the extent to which the school has, or is allowed, autonomy from the intervenor during the intervention. At one extreme the purpose of the intervention may be to aid the teachers in the school in making their own decisions; at the other extreme the intention may be to coerce teachers into doing what the intervenor wants them to do.

Argyris suggests four criteria which may be used to assess the effectiveness of a particular intervention. These are:

i) The extent to which valid information is generated and made available

i.e. information generated must not only be valid but also useful. It will be useful if it accurately describes the factors, and their relationship which create the problem the school is trying to solve. It will be valid if it is publicly verifiable (or can lead to valid prediction of or control over phenomena, although neither of these tests is commonly applied in a school situation). The information generated can be classified as 'observable' or 'inferred'. The former includes physical objects and phenomena which have been observed and can be verified directly. The latter includes norms, strategies, and assumptions which can only be interpreted by reference to a conceptual scheme or framework. Verification of the latter depends on the extent to which conceptual frameworks are shared, and the probability of obtaining valid information may therefore be reduced. Information of the inferred category concerning attributes of an individual or evaluation of behaviour is, according to Argyris, most likely to contribute

to learning when generated by the individual himself or herself.

Information generated must furthermore be comprehensible and capable of being manipulated by the school. Members of the school cannot be expected to solve a problem if the implementation of necessary decisions is beyond their control. The cost of the enquiry in terms of time, effort and resources must obviously not be beyond the capacity of members of the school.

ii) The extent to which the choice between decision alternatives can be made freely, with minimal prejudice or bias, to achieve the objectives and satisfy the needs of all the members of the school.

In order to have free choice in a decision a person has to have a mental picture of what he wants to do. He therefore has to be clear about objectives he wishes to achieve and has to be able to select the alternative with the highest probability of succeeding. Responsibility for the decision is accepted by the person. Free choice implies that as many alternatives as required are explored and that the one selected is central to the needs of the situation and the individual. The act of selection is not normally accomplished by any rational-algorithmic process leading to optimisation or maximisation of variables, but occurs by imagining possible solutions and examining them to see if they will 'fit' or if they are 'workable'. Conditions in which the most creative solutions are likely to be generated are that the widest possible range of alternatives is considered and that the usual filtering or censoring judgements on workability or suitability are temporarily suspended. Thus to bring about a change in practice the norms and theories of action of the school and the individuals in it must be examined so that inconsistences can be resolved and new norms, together with their appropriate strategies

and assumptions, can be established. Only in this way can a solution be arrived at and a decision made and implemented in such a way that the problem is unlikely to recur unless the environment changes.

iii) The extent to which the action or decision that has been taken is one to which the teachers are <u>internally committed</u>.

This form of commitment is self-maintaining and independent of the source of influence. Mechanisms for influence vary with the source of power to influence the individual. They range from compliance, i.e. the following of rules and procedures laid down externally, to internalisation, i.e. the adoption of an idea as one's own. Strategies and tactics for applying influence also vary with the source of power to influence. They range from the use of force to persuasion. Internal commitment, being self-maintaining, will last after the intervention has been withdrawn.

Participative decision-making implies that the source of power or authority derives from acknowledged expertise, the influence is by persuasion, and response by internal commitment. It implies flexibility and the freedom to reject influence.

iv) The requirement that <u>existing levels of competence and effectiveness</u> in the school are not impaired.

The competence of an establishment is judged by how well it accomplishes the activities in a manner which is judged effective over time and in different conditions. The effectiveness indicates how well the school accomplishes these activities in a given situation.

The reappraisal programme has already been described as an example of an intervention. Based on the above theory the questions which may be asked of that programme therefore include:

1) To what extent were teachers aware of the focus of the problem central to the intervention?

or How clearly were the aims and purposes of the enquiry perceived?

2) To what extent was the information generated valid?

i.e. What was:

a) the subject matter on which information was generated and the category to which it belonged?

b) the extent to which the information was verified publicly?

c) the level of understanding of information generated?

d) the extent to which the information was used or judged usable by the teachers?

3) a) How precise were the statements of curricular aims and objectives produced by the teachers?

b) To what extent were these aims and objectives verified publically?

c) What curriculum decision alternatives were considered?

4) How congruent were the 'whole school' and 'individual' practices, policies, assumptions and norms of behaviour?

5) What mechanisms, method and source of influence were applied in the reappraisal programme and what was the mode of adaptation of the teachers to them. i.e. to what extent were people individually

committed to the enquiry?

6) What was the cost of the enquiry in terms of time, effort, resources and loss of effectiveness of the school?

c) Procedural Configuration

The procedural configuration defines the proposed structure for the sequence of actions incorporating definition of a problem, the subsequent search for possible alternatives for action and the eventual implementation of a satisfactory solution. If this is neither sufficiently developed or reliable to service the demands which arise during a project then major difficulties have in many cases been found to occur (Havelock and Huberman, 1979). Demands may simply not be met or may become adapted so that they become more compatible with existing rules, norms and expectations.

The existence of an established infrastructure (or infrastructures) may also reduce the projected rate of change and the magnitude of its impact. The infrastructure can be protected by reducing the demands to those which can be serviced in the usual way. Individuals in the administrative system then avoid having to adopt unfamiliar roles or operate in areas of uncertainty. Neither individuals nor social, cultural, or political systems appear to be willing to set themselves goals which would take them too far from their original structures. Planned change tends to be conservative; its primary function is to integrate new and old.

The pattern which often seems to emerge in implementing problematical innovations is therefore as follows:-

Pressure for innovation due to dissatisfaction or change in existing arrangements or practices

↓

Decision to undertake innovation project

↓

Planning and execution (probably on a large scale)

Two immediate outcomes are then likely to occur: firstly, overload of the infrastructure, and secondly, demands for co-operation and compliance with the aims of the project. These, together with the advent of unforseen events, mean that the short-term outcomes of the project may be delays or passive resistance. In the long-term the project may be reduced in scale or swallowed up in traditional structures. Many studies of the change process, not only in education, but also in other fields are available, e.g. McDonald and Walker (1976). All point to the fact that schools have not been transformed by the efforts of professional innovators. As we have seen the research of the Schools' Council has revealed just how few of their own projects are in current use (Steadman and Lacey, 1978). Most of these projects were initiated at the national level and the pattern outlined above for problematic innovations would seem to be characteristic of them.

The scale and ambitions of a major innovative project places heavy demands on procedural structures for its implementation. Where insufficient or unreliable procedures are available, one of a range of option choices may be made:

a) the size and ambition of the project may be reduced;

b) the project may be implemented, but rely heavily on the energy and commitment of the leaders involved;

c) external aid may be offered, the timing and distribution of which may vary;

d) resources and trained personnel from another area may be allocated to the project.

The questions which relate to the re-appraisal exercise are therefore, firstly:

1. to what extent was the procedural configuration for the re-appraisal developed and reliable?

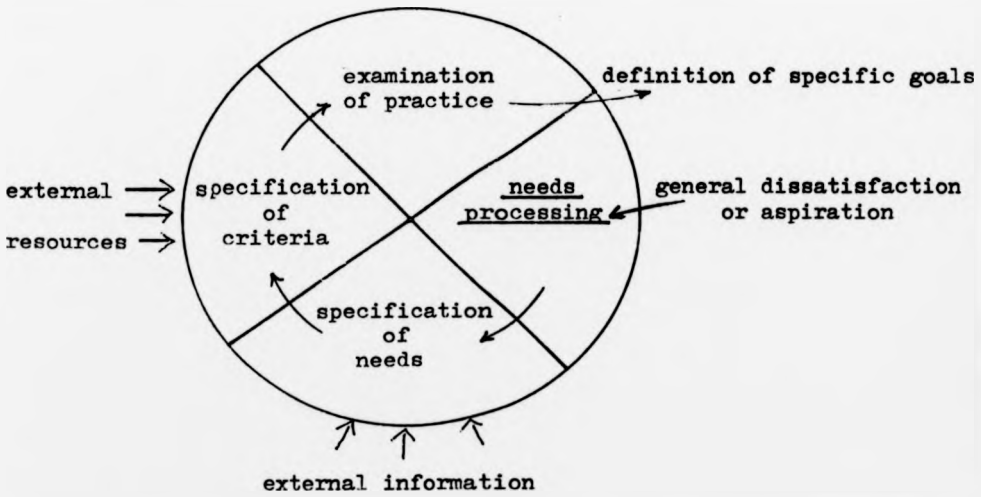
and

2. if insufficient or unreliable procedures were available how was the programme adapted to cope with these?

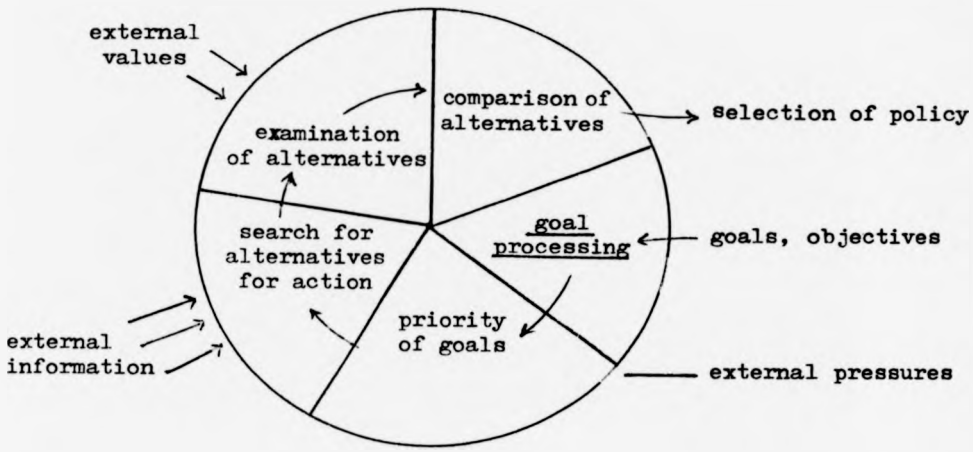
The procedural configuration may itself be seen to comprise three different consecutive processes. The three models shown below have been developed to illustrate these components.

Fig. 3.3.

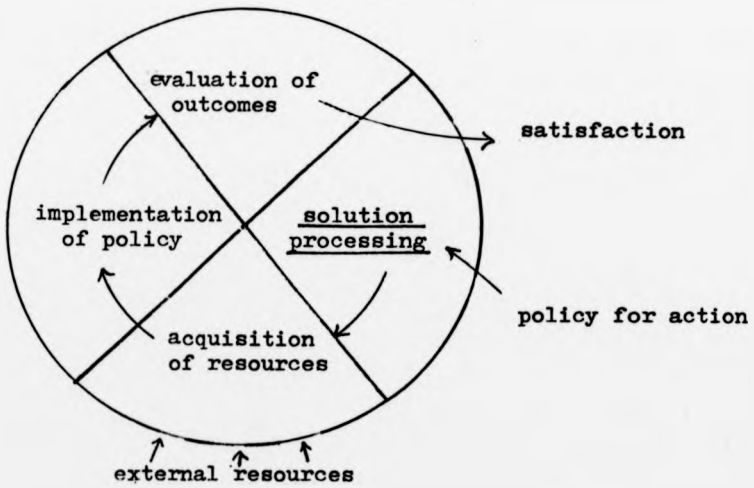
(A) Configuration for the clarification of goals



(B) Configuration for policy decision-making



(C) Configuration for the building of solutions



These three configurations apply to any problem solving process. They may equally well be applied to both the Curriculum Reappraisal Group project, and to the solving of Curriculum problems by the introduction of an innovation.

From Configuration (A) the following questions have been generated:

1. To what extent were the needs of all groups concerned specified in detail?
2. What criteria were specified to establish the extent to which it might be judged that the needs had been met?
3. To what extent were the needs being met before the programme was implemented?
4. What goals were chosen for immediate action and to what extent was that choice open to negotiation?

For Configuration (B) the single most important question to ask is whether or not any alternatives for action were made available. It soon became apparent that, although schools were encouraged to adapt and modify, if they wished, the project materials introduced into the school, no alternative methodology or materials were actually made available. It has to be assumed therefore that the procedures of Configuration (B) were not undertaken. The materials were introduced as the materials of the project.

Configuration (C) raises questions related to the resources which were made available and the evaluation of outcomes in terms of both costs and benefits.

Evidence on these points has been examined and is discussed in the chapter that follows.

d) Decision-Making

Within any of the process included in the procedural configuration decisions are required. However it is impossible, logically, to deduce a theory which will arrive at a solution from a definition of a problem. One can only imagine possible solutions and possible means of achieving them and see if they fit the requirements. In other words one may imagine oneself doing certain things, carrying out certain actions and working out the likely consequences to see if they are satisfactory. A relevant example is available in the literature. To determine how well individual teachers thought a given solution fitted with the requirements of teaching science, Kelly (Harding, 1978) proposed the use of four dimensions. The dimensions which Kelly gave were:

(i) dissatisfaction with present practice.
(ii) acceptability.
(iii) relevance, and feasibility.

The extent to which these dimensions were evident in the reappraisal programme have therefore been assessed.

Galbraith (1973), by contrast, presented an analysis of the factors involved in group-decision making. He listed a number of factors likely to affect the effectiveness of the process. If his hypotheses are to be accepted then the following questions must be answered:

(i) What is the perceived reward/benefit of participation, how important is it and how is it to be evaluated?
(ii) How is the assignment presented to the group and by whom?
(iii) To what extent do the participants have/receive information relevant to the decision they are required to make?

(iv) Who is envolved in making the decision?

(v) To what extent are decisions made in the programme likely to undermine the normal decision-making procedures in the school? Are they therefore threatening?

(vi) To what extent is possible conflict over the decisions resolved?

(vii) To what extent is consensus reached on the decisions?

(viii) By what means are decisions in the reappraisal programme influenced?

Questions such as these were important in the investigation of the initiation and implementation of the reappraisal programme in the phase 2 case study school.

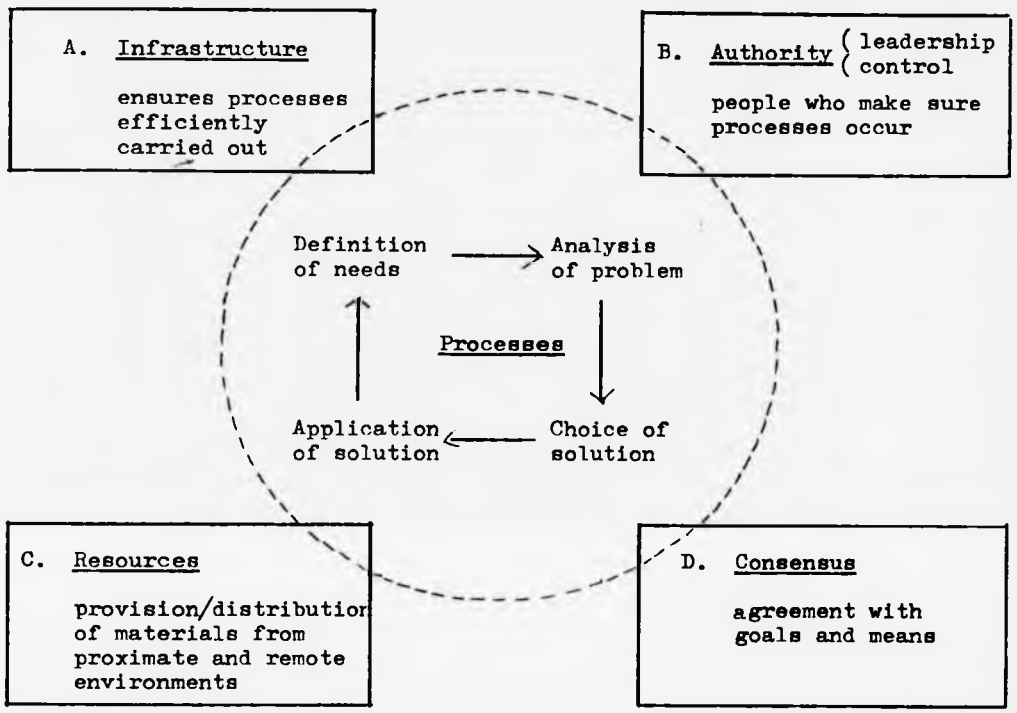
e) The Optimisation of Systems and Strategies

The model developed here for the reappraisal programme has four major components namely infrastructure, authority, consensus and resources. These overlap and are therefore not exclusive; nor are they likely to be exhaustive. The model is represented diagrammatically on the following page. Each of the four factors was investigated in the reappraisal programme, principally through analysis of interview transcripts. In all cases the convergence or divergence of comments from various sources was carefully examined, and opinions gathered from teachers, LEA advisory staff and HMI are compared and contrasted in the study which follows.

One factor does not appear on the diagram. This is the scale of the project. Again returning to Havelock and Huberman, it would appear from their evidence that if the relationship between the scale or ambition of a project and the ability of the procedural configuration to comply with

Fig. 3.4

Model of Innovative System



the demands outlined above is a factor in determining the type of implementation undertaken, then that must also affect the eventual outcome of the project. The scale of a particular project they relate to two factors.

Firstly, there is the physical size of the project in terms of the number of people involved, the allocation of resources, and the 'linkage' mechanisms, i.e., the co-ordinating arrangements, plans, committees, communication routes, etc., which are set up. Secondly, there is the extent

to which a change in role or behaviour is required. Radical change, even if only a few people are involved, might constitute a major innovation if it became established but in general major projects are generally assumed to be those in which both elements are significant. Both have been assessed in the reappraisal programme.

The manner in which a proposed project is introduced would also appear to be significant, and raises the following questions:

1. Is there powerful pressure from outside?
2. Are rapid reforms required?
3. If so
   a) Is a pilot project ruled out (because it would take too long to implement, evaluate and draw conclusions)?

   or

   b) Is the project imposed from above (with the result that it promotes opposition and hostility rather than support, irrespective of the value of the innovation)?

In a small scale project the infrastructure may be expected to be less of a problem. At local or subject level it is easier to see what needs to be done, to collect appropriate information and to make the appropriate decision. Most people are close enough to the project to understand what is needed; communication is not a problem. Key personnel are likely to stay until the project is implemented if it takes a relatively short time.

A. <u>Infrastructure</u>

The efficiency with which any problem is solved, any need or desire met, depends on the mechanisms which are used in the total process.

Havelock and Huberman list four components which are required of an efficient infrastructure. These raise the following questions.

To what extent is there

1) correct definition of the needs, i.e. the aims or purposes of the project?
2) a correct analysis of the problem, i.e. the reason why the project is being undertaken?
3) a solution which is both appropriate, i.e. it is acceptable and suitable, and also feasible, i.e. funds, equipment and personnel are available?
4) implementation which is rapid and reliable, i.e. is there time to organise meetings, are infrastructures clear, is literature available, do materials arrive on time? To what extent do difficulties in this area seriously interfere with the effectiveness of existing activities?

B. Authority

Authority gives energy and direction to a project. Relevant questions include:

To what extent

1) are appropriate people available to ensure that the procedural configurations and conditions listed above actually occur?
2) is control or leadership stable and reliable to ensure that the plan on which the innovation is based is followed?

Those is authority are accepted as being able to influence members or individuals. The distinction used here between influence as an active

process and the passive ability to influence derived from power or authority is derived from C. Handy (1976). Sources of power he enumerates as:

(i) Physical - the power of a superior force;

(ii) Resource - the power implicit in contracts or the power to give rewards;

(iii) Position - legal or ligitimate power deriving from a role or position held;

(iv) Expert - vested in an individual because of his or her acknowledged expertise;

(v) Personal - charisma or popularity;

(vi) Negation - refers to the use of power outside its agreed domain and is usually regarded as illegitimate. It is the capacity to stop things happening, to delay, distort or disrupt events.

These he links to the methods of influence, i.e. the use of force, the striking of bargains, adherence to rules and procedures, persuasion, environmental control, and personal magnetism. The implications are, firstly, that the appropriateness of a given method depends on the source of power, and, secondly, that the mechanism by which an individual responds to influence is likely to be related to both the source and method of influence. The three mechanisms given by Handy are:

(i) Complaince: i.e. the recipient agrees to be influenced because its worth his while to do so. The use of force, bargaining procedures, and the application of rules and procedures usually bring about compliance;

(ii) Internalisation: the recipient adopts the idea or proposal as his own. It is a commitment that is self-maintaining and independent of the source of influence;

(iii) Identification: the recipient adopts the idea or proposal because be admires or identifies with the source;

Hence it was asked:

To what extent did these mechanisms operate in the reappraisal programme?

Small projects, generally school based, depend heavily on the leadership within the school. Some schools have recently made senior appointments of teachers with special responsibility for co-ordinating and guiding curriculum - curriculum co-ordinators or curriculum development officers (A.V. Kelly, 1977). The person appointed may co-ordinate development across the curriculum, organise support from outside agencies and help to set up curriculum review or study groups in the school. However, those in authority in a given organisation also have a 'holding' or 'containing' function (Richardson, 1973); they maintain a balance between groups or persons. They do not usually have the power to upset that balance drastically by promoting major changes. Furthermore, they have to live with and deal with difficulties encountered daily in implementing innovations and are very aware of the discomfort and conflict of some of those involved. Hence:

Who was appointed to lead the project in the schools, and what was their function?

C. Consensus

It has been suggested that difficulties encountered in curriculum projects have occurred as a result of the different views and definitions taken by different bodies of people in them (Shipman 1972 and 1973). Recognising that, for many curriculum innovations, a gap has existed between the ideals of the planners and the realities of the work in a classroom, the term 'curriculum negotiation' (McDonald and Walker, 1976) has been applied to the process by which the two may be brought closer together. When or if consensus is achieved, the people involved then agree with the objectives of the project and with the way it is being carried out. In a large scale project stemming from an urgent need it is not always possible to wait until such agreement is obtained. Consensus may be assumed. However, even if consensus is obtained at the outset, it may not be maintained over a long period. The main difficulty occurs because one group of people often has to determine the activities of another. This may generate mistrust and result in minimum feedback about the effectiveness of a project. People do not easily allow others to have control of their affairs, especially over long periods but the alternative, in which authority devolves to all parties, may be too slow moving to avoid discontent and conflict.

The conditions likely to be faced by the innovators are therefore

(i) discrepant views on the cause of problems, on the change required, on values, and on the interpretation of behaviour;

(ii) marginality, i.e. the the innovator, or professional change agent, is often a member of two different groups. One group

is that of the participant, the other, that of the professional innovator, or consultant;

(iii) perpetual mistrust engendered by a feeling of ineptitude and lack of self-confidence in a unfamiliar role or situation;

(iv) minimal feedback about effectiveness, particularly when these involve negative feelings about the innovation.

From the users' point of view (Fullan, 1972) there are a number of implications, to which due consideration should be given:

(i) the need to negotiate values, goals, and the reasons why change is required;

(ii) the extent to which a change in role or behaviour is required in the innovation;

(iii) the time, resources and other supports required for learning the new role or behaviour;

(iv) a realistic assessment of the conditions and expectations of user performance;

(v) knowledge and understanding of the various components of the innovation, its philosophy, values, strategy, objectives and subject matter.

Without these consensus is not likely to be achieved. Difficulties in this area are likely to become more of a problem in a small scale project. Fewer people are concerned but, if opposition occurs, fewer will be needed to hold up or reject an innovation!

D. Resources

Connections to sources of professional knowledge and expertise, technical facilities, good communications and financial support would

all seem to be necessary for effective implementation of a project. The question of time available within a busy organisation is likely also to be crucial. The way in which time is structured within a school and the way in which unstructured time becomes subject to particular demands at certain periods in a term or an academic year may affect the ability of some people to become actively engaged in major projects. However, creating time does not necessarily require more money and, even within an existing schedule, time for dealing with problems which arise during an innovation can be established if they are seen as crucial for effective action.

In summary, the features required for effective implementation of a major project maybe listed as:

a) the existence of a cohesive but differentiated infrastructure to service the project efficiently;

b) a realistic assessment of the cost and benefits of the exercise, including the capabilities of the schools and local authorities to undertake the exercise;

c) the ability to allocate resources, i.e. funds and expertise, to the project at critical times;

d) prior experience gained in similar projects, on a pilot project, or through contact with people who have worked on projects of a similar nature and who may be able to anticipate and reduce difficulties.

The compnnents of the infrastructure furthermore imply that various conditions are met, namely that:

1) The information needed to understand the relevant factors is:

available,

understandable,

usable, i.e. factors are within the control of the participants;

2) the cost (in terms of time, people and resources) is not too great;

3) the solution is found and implemented in such a way that it does not recur, i.e. participants believe in and are committed to the project;

4) the project is implemented without deteriorating the existing level of competence of the individuals or systems involved.

The extent to which these optimal conditions and factors exist within the curriculum reappraisal programme is discussed in the following chapter.

Lastly there are four further factors which would seem to be important but which cannot easily be related to this particular model. They are the strategic style of the innovation, the level of participation in in the project, the concerns experienced by individuals in the project and the organisation of the participating school.

E. The Strategy of the Project

In 1969 Havelock reported an analysis of the literature on planned change and innovation. He identified three predominant models for innovations which he called 'Research, development, diffusion', 'Social Interaction', and 'Problem Solving' (Havelock, 1969). These configurations were confirmed four years later in a report of innovation patterns in 350 school districts in the U.S.A. (Havelock and

Havelock, 1973). Working independently Chin and Benne derived three similar models of the change process which they labelled 'rational-empirical', 'normative-re-educative' and 'power-coercive' (Chin and Benne, 1969).

Later, in 1977, Havelock and Huberman (Havelock and Huberman, 1977) reported five strategy factors:

(i) Participative problem solving,
(ii) Open Input,
(iii) Power,
(iv) Diffusion,
(v) Planned linkage.

An attempt has been made to assess which is the predominant strategy operating in the reappraisal programme, and the effect this has had on the process. The means for doing this and the conclusions are reported later in Chapter IV.

F. Participation

An innovative project is ultimately intended to benefit people and, since people are often organised into systems, the system should therefore benefit also. A project, though, may not provide the benefit directly. It is often supposed to bring about an 'improvement', a change in the way a system operates, so that benefits will eventually occur for the people in the system. All the members of the system thus have an important stake in the decision to undertake a project and in determining what they see as a benefit to themselves. The best projects seem to balance benefits and costs so that they achieve the

greatest benefits for the largest number of people with the least associated costs. The position of balance may not always be easy to decide, since what may benefit one group may at the same time cause extra work or less benefit for another. It is most unlikely that a project will be fair to everyone. Hence the pattern of participation is crucial to the eventual outcome. There is another reason, too, why participation is central to a discussion of the implementation phase of the project. Repeated analysis of the processes of innovations have shown that the eventual outcome depends on the involvement, actions and motivation of many people who may not even be the beneficiaries of the project. A system ideally represents the collective actions of a group of people. The necessity of participation is obvious if the actions are to be truly collective. Full participation may be an ideal which can never be achieved; some people will participate relatively more than others. The extent to which people participate will also be interpreted by different groups or people in different ways. It is not an absolute concept.

The problem of participation is complex, and has a number of dimensions. There are the questions of who participates, and what are the problems in participating in a project. To what level do people participate and by what means do they become involved? What is the form of leadership in the project?

Regardless of the 'political' system or the prevailing economic or employment situation, all societies contain hierarchies of some sort another. The major function of the hierarchy is to substitute for participation. It is obviously impractical to have vast numbers of people involved in the control or management of a system and some

tasks at the different levels of a hierarchy will require particular skills or experience. Decisions are therefore often taken by the few, rather than the many. Hierarchies may vary in strength and stability. Within a hierarchy there may be several sub-hierarchies. Connections between groups or hierarchies are the means by which communication is made and these may tend to distort information, particularly if this involves negative feedback. The control of, or access to, information is the prerogative of key persons in the hierarchy.

The introduction of a major project into a web of overlapping hierarchies such as the educational system, or a school, disturbs the existing pattern of internal connections and cohesion. For example, those who have the highest status in the existing hierarchy generally negotiate with their counterparts in the project to establish who on a day to day basis will take responsibility for the project. This pattern was clearly seen in schools in the Curriculum Reappraisal exercise. The Heads of most of the schools were themselves too busy with many other things to be directly concerned with the project. As a result a Deputy Head or another senior teacher became the school co-ordinator for the project. Through these persons most of the information about the project was both fed into the school and released to the world outside. At the lowest level of the pyramid were to be found practitioners and the 'users' of the project, which may actually have been designed for their benefit. But it is at the lowest levels that the strength of the connections is likely to be least and the sense of cohesion weakest!

People may become involved to very different levels in a major project. An attempt to provide a classification of these levels was made by Havelock and Huberman who listed the following six 'levels':

a) Awareness; to know that something exists.
   Without awareness there can be no participation.

b) Being informed; to have knowledge of the goals of the project, who is involved, what is being done, etc.

c) Representational consent; participants select those who will be involved in the project (including themselves).

d) Direct consent; participants decide that the project shall be undertaken.

e) Vicarious consent; participants have knowledge of all major decisions and are in agreement with them.

f) Full participation; participants are full members of all groups making decisions for the project. Only those who direct a project and their close associates are likely to reach this level.

G. Concerns about the Project

The concerns and anxieties experienced by individuals in an innovative educational system have been classified by various authors in a number of ways. Basically it is the method by which they have been interpreted which gives rise to the classification. That can, for instance, be psychological, depending on the personality of the individual concerned; it can be structural depending on the environment of the individual and its role in the organisation in which the innovation is implemented; it can be interpreted, depending on the perception of and by the individual of his motivational needs in relation to the project; it

can, in the action frame of reference, depend upon social interaction which modifies or transforms the socially constructed meanings of action; it can also be longitudinal in the sense that anxieties and concerns may vary according to the stages of an innovation. Of course, at any stage, anxieties or concerns may or may not give rise to actual resistance or opposition to a project. For example, Bennis (1969) describes the level of response, varying from 'opposition' to 'support' or 'embrace' of a project, as a variable which depends on four other dimensions, viz. the ambiguity of the innovation, the ability of an individual to control his environment including the innovation, trust in those organising the innovation, and the intensity of the research behaviour (i.e. the extent of self-understanding and communication). These in turn depend on other factors, such as the availability of information about the project, the degree of participation in the project, and the situation of the organisation in the larger society outside.

Lippitt (1973) lists a number of conditions which may cause resistance to an innovation:

1. When the purpose of the innovation is not made clear.
2. When persons affected by the innovation are not involved in the planning.
3. When an appeal for the innovation is based on personal reasons.
4. When the norms and assumptions of individuals are ignored.
5. When there is poor communication regarding the innovation.
6. When there is fear of failure.
7. When excessive stress is involved.
8. When the cost is too high or the reward inadequate.

9. When anxiety over personal security is not relieved.
10. When there is lack of trust and respect in the initiator.
11. When there is satisfaction with the status quo.

In his study of intervention theory, Argyris (1970) points out that in an environment which is low in openness, trust and risk-taking the participants will tend to be wary; during an innovation project they may have all their 'carefully built, cautiously-nurtured, and brilliantly hidden' defenses made ineffective. This would leave them with little 'protective covering'. Argyris goes on to say, though, that resistance to change may also develop for another reason, related to the values of the management team in the innovation. He cites nine studies which show how important those values were in defining strategies and processes in an innovation. In the particular example he draws on, executive emphasis on objectives and rationality led to assumptions that the project should be introduced in terms which showed how it fitted in with the existing objectives of the organisation and what advantages the activity was likely to offer. Those who were to use the project saw this strategy as an implication that they were not actually achieving their objectives or trying out new practices themselves. In turn this led to mistrust and condemnation of the project, plus inhibition of the questions and fears which many might have wished to raise before being 'sold' the project. It also resulted in a feeling of being manipulated, by the fact that the 'users' were not privy to the planning of the project, and a dependance and submissiveness caused by the unnatural management strategy. Such an uncomfortable situation was unlikely to be discussed openly and, therefore, a state of tension was established. The response from the

management was to bring in new controls and organise additional activities. Coercion of the users increased feelings of distrust and tension which could not be suppressed for long. The consequence was eventually an active or passive resistance which took the forms of open opposition and non-participation. This example is quoted at some length because it does seem that there are unfortunate parallels in the curriculum project under investigation. Before evidence on this point is presented however, the analysis should be completed by referring to the 'concerns based' approach of Hall and Loucks (1978). In their theory, derived from empirical studies of a series of educational innovations, the concerns are related to the 'stages' of the innovation. These are:

(0) Awareness: Little concern, non-involvement;

(1) Informational: Concern centres on the nature, impact, demands of the project;

(2) Personal: Concern about their own competence and capabilities;

(3) Management: Concern about tasks, processes, scheduling, time demands;

(4) Consequences: Concern about the impact of the project;

(5) Collaboration: Concern about co-ordination and co-operation with others;

(6) Refocussing: Concern about outcomes, improvements for project methodology.

None of these is experienced, according to Hall and Loucks, in a particular order, but their intensity are generally related to the phases of the project. Stages 0, 1 and 3 are most intense during the initial phases, 3 is most intense at the beginning of implementation and 4, 5, and 6 are most intense in the later phases and during

review of an innovation.

H. The School Organisation

It has already been noted that an innovatory system is transitory and that it always exists with another system, or 'host', which provides inputs and absorbs the outputs of the innovation. The functioning of the procedural configuration of the innovation must therefore depend partially at least on the functioning of the 'host'. The criteria by which a system, in this case the host, can itself be judged to be effective have been identified but those which are likely to affect a school's functioning as a 'host' for an innovation have not. The analysis is based on a paper by Dr. R.Harrison (1972) in which he attempts to delineate different organisational ideologies and to establish to which any organisation belongs. The four ideologies are power, role, task and person.

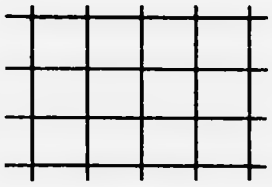
Schools have been characteristically described as bureaucracies with a 'role' ideology. The accompanying structure can be pictured as a greek temple:

The organisation rests on its pillars, its departments. These are strong in their own right and the boundaries between them are well defined. However, the teachers (see Chapter IV.C) showed that the characteristic features displayed by this type of structure were not

those most favoured by most of the staff. Neither were those of the 'power' structure in which control is asserted by the centre.

The two almost equally favoured ideologies were the 'task' and 'person', graphically displayed as:

Task
(net)



Person
(cluster)

The 'task' structure is job or project oriented. Some strands of the net may be stronger than others, denoting lines of authority. Influence is based on expertise. It is a team culture, unifying groups and individuals. Individuals exert a high degree of control over their own work, and have easy working relationships, but control is difficult. It is usually exerted through assignment of projects, recruitment of personnel, and allocation of resources. When resources are plentiful it thrives, when they are scarce it frequently changes to a 'power' or 'role' culture. In a 'person' culture the individual is the centre point. Control mechanisms are impossible except by general consent. Influence is shared and based on expertise. Individuals often prefer this ideology and those that do are not easy to manage. They are specialists who do not wish to interfere with others nor do they wish to be interfered with.

Summary

The general models described here for project patterns and procedural configurations can be seen to have many dimensions. Situations are complex, innovations are complex, and the theory is complex (maybe complicated is a better description). Many factors have been identified which may or may not have a significant effect of the process and outcomes of the reappraisal programme. To ignore these would be to ignore the social and political context of decision-making. The processes which take place during innovations may have been devised by people for other people to use in different environments, but they may not 'work' in different circumstances. The questions which may be derived from these factors depend quite simply on two hypotheses:

1. That the factors which have been identified or postulated actually exist and the events occurred.
2. These factors and events had a significant effect on the reappraisal programme and for the process of reappraisal and/or its outcomes.

The method by which these two hypotheses may be tested however depends on the nature of the particular factor under investigation. Thus it is a relatively simple matter to find out, in quantitative terms, who was involved in the reappraisal programme and who attended what meetings, etc. A more qualitative approach depending on observations and discussion is however likely to be necessary to establish the level of participation of an individual in the programme and to elucidate the concerns or anxieties experienced by that individual as a result of the programme. Nevertheless this section, and the theory it contained, was a very useful "aide memoire" for defining detailed research questions.

3.7 The Methods of Collecting Data

A multifaceted research approach has been used throughout the field-work. It incorporates both quantitative and qualitative techniques. As Stenhouse (1980) has observed, this means it "may allegorically be thought of as a two-headed animal", especially as it focuses on both product and process models. Perhaps another way of looking at it is to regard the approach as just one dimension of research design. A second dimension could be the nature of the questions which are asked and a third the resources available in terms of time, effort, and money, for the research.

The early work of R.A. Fisher (1953) presented very clearly the idea that random sampling offered the opportunity to calculate errors and hence to make generalised predictions based on the mathematics of probability. In its elegant simplicity this idea was introduced into education and it became the cornerstone of investigations into education in the 1950s (Hogben, 1972). Sometimes the results may have seemed clear but attempts to use this method to guide the choice of school curricula and teaching methods exposed its limitations. The problem was not merely technical, a matter of sharpening the analytical tools, it was intrinsic to the nature of the questions asked. There were also problems such as the Hawthorne effect, the Placebo effect and many influences described generically as 'reactive' (Webb et al., 1966) which occurred because research procedures distorted the observations they were trying to make. Furthermore, statistically significant preferences for one particular action often meant that a substantial minority might suffer from recommendations which actually produced worse outcomes than they would have encountered as a result of an alternative less favoured action.

Faced with these problems evaluators resorted to alternative strategies. Some (e.g. Campbell, 1975) wanted to test the theory underlying innovation. They sought primarily the means of establishing the causes of the changes that occur during an innovation. Others (Cronbach, 1978,1980) were more concerned to predict the consequences of the various decisions entailed in implementing an innovation. The latter were therefore closer to the illuminative evaluation camp of Parlett and Hamilton (1972) which aimed to construct a model for research in the decision-making process itself.

The method by which the evidence in educational research is obtained is also open to alternative approaches. Some, such as Stenhouse, (1980) advocated the study of cases, instances of action occurring in an individual or particular setting, while at the same time acknowledging that the collection of evidence which is sufficiently rich to enable judgements to be made speculatively, tested in the light of evidence and subsequently rejected or accepted is a very time consuming process. In general the shift away from nomothetic approaches has been towards case study and illuminative evaluation (Kemmis , 1976). This does not mean that case studies have to be limited to the collection of qualitative data. Indeed Stenhouse (1980) himself recommends the collection of numerical data to describe, for instance, a school. Nor does the ethnographic approach demand an entirely qualitative approach (Woolcott, 1975). It may include much descriptive detail, actual quotes from informants, comments collected verbally and in writing, as well as a variety of other techniques (Pelto, 1970) such as questionnaires, psychological research instruments, etc. The ethnographer may attempt to sample a number of points of view concerning the meaning that certain individuals ascribe to some particular event. He may also focus on the way particular groups of people tackle the problems facing them. These

theories *of* and *for* action are then able to be compared and contrasted.

The methods used in this study depended on the nature of the question being asked. Sometimes only one approach would prove to be useful. In other cases evidence obtained on a particular point by different techniques could profitably be compared and contrasted. For example many participants were asked what extent they believed the reappraisal programme was of value. Some of their comments are included in this text. At the same time the comments on this point were collected and accumulated to obtain a frequency analysis of the values allocated by the participants to the programme. Correlations of these estimates across schools were then examined.

In analysing the data no preconceived ideas were consciously used to focus on any particular group of category of factors. As evidence accumulated however, it became obvious that some factors were proving to be more significant than others. Inevitably the focus of investigation swung towards them. In this way attention was focussed progressively on selected phenomena as these appeared to be significant.

Thus the theories presented here were developed during an iterative process, whereby various possible theoretical models were sought, considered in the light of evidence from the field work, accepted, modified or rejected as appropriate and then reconsidered. Only those that survived this process and could be usefully related to publicly verifiable evidence have been included in this text.

3.8 Field Work

In order to explain why the enquiry took the course it did, the context of the enquiry must be made clear. In the first place the curriculum review programme was well under way before the research team was appointed. Indeed seven schools in the LEA had almost completed their part of the reappraisal by then. The initial stages of the programme and the process in these schools could therefore only be investigated retrospectively. In the second place the research team was only appointed for a period of two years, whereas the curriculum reappraisal exercise was to be a continuous process involving more schools each year. The time available for field work thus represented only a very small portion of the programme in the LEA. Accordingly the information used in this study was collected from:

a) A series of interviews with teachers who had had experience of the programme.

b) A series of interviews with HMI and members of the LEA who had been or were involved in the programme at the time.

c) Observation of meetings of teachers, HMI and members of the LEA called as part of the reappraisal programme (see Appendix).

d) Documentation produced in the schools in response to project proformae.

e) Extended observation of the process of reappraisal in one of the schools which became involved in the reappraisal programme at the time of the research project.

a) Interviews with the Teachers

That part of the reappraisal programme which involved the first seven schools in the LEA eventually became known as Phase 1 and these schools are frequently referred to later as Phase 1 schools. Altogether 136 teachers in these schools were separately interviewed by one or other member of the research team. A semi-structured interview schedule was developedand used for these interviews. This schedule is available from NWEMC. With very few exceptions the interviews were recorded on tape. The details of the process of analysis are given in the Appendix. Briefly, a sample of twelve interviews was then chosen and analysed and the responses listed and categorised. The remainder of the interviews were then analysed initially according to the categories developed. Any responses not falling into the initial categories were noted. The categories were then modified and in many cases simplified, although some groups were extended. In this way I was able to develop a coding frame which could be used to classify the data and enable a statistical analysis to be made. Final computation was carried out using the SPSS program at the Regional Computing Centre, University of Manchester. To extend the analysis and clarify interpretation much of the data was also transcribed. Quotations used in this report are all from interviews I conducted myself. Each quotation from a tape recorded interview is accompanied by interview reference and tape counter reading.

b) Interviews with HMI and Members of the LEA Administrative and Advisory Staff

During the summer of 1980 all those involved in the reappraisal programme were interviewed by one or other of the research team. Again semi-structured interview schedules were developed. The interviews were in some cases recorded on tape and then transcribed. In other cases notes

of the responses were taken. No statistical analysis of responses was attempted. Again quotations used here are all from interviews conducted by the author.

c) Observation of Meetings

Throughout the period of field work many meetings were held. Some were held to introduce the reappraisal programme to prospective schools; some brought together the Heads of Department of various participating schools; others were management meetings at which the next stage of the exercise was planned. Notes on those meetings, attended by the author were made and some used as evidence in the following text (see Appendix).

d) Documentation Produced in the Schools

Documentation analysed was limited to that produced while the process of reappraisal was actually being observed. Only this documentation could be related to circumstances and discussed with the teachers as it was created. Hence the documentation discussed in the text all comes from one school and is limited to the responses to only two of the project proformae.

e) Extended Observation of the Process of Reappraisal

Between June and December 1980 the author was frequently present during school hours in one of the second set of schools to become involved in the project. This stage of the project was to become known as Phase 2 and the school therefore a Phase 2 school. Two to three days were spent each week in the school during this period. Evidence during this period was

obtained from:

a) a field diary recording events in the school and including notes of informal conversations,
b) notes taken at meetings held in the school to discuss the project,
c) tape recordings of interviews and informal discussions,
d) documentation of the responses of teachers to the tasks entailed in the first two project proformae,
e) returns from a fixed-response questionnaire (see Appendix).

This period of research effectively comprised a case study of the process of reappraisal. Multiple sources of information were sought because it was believed that no single source could provide a comprehensive view. In addition by using a combination of techniques it was hoped to validate and cross check the findings.

3.9 Reliability and Validity

The conclusions presented in this thesis are highly selective. Those which have been chosen are believed to represent recurring, typical and widespread events and opinions and are those which have been publicly verified by the participants. Three procedures have been adopted to verify the findings:

a) once patterns and theories began to emerge the data was re-examined for contradictory evidence;
b) evidence from different data sources was compared and contrasted;
c) the case study school received a copy of the draft report of the

findings related to their work on the project. Teachers in the school were invited to comment on the report and signal the extent to which they concurred with the findings. Many of their comments have been included in the chapter which follows.

CHAPTER IV

Curriculum Reappraisal in Action

4.1 Introduction

This chapter contains all the evidence and the analysis of the observations collected during the period of research. Its structure is based on ideas emanating from the theory of systems elaborated in the previous chapter. Thus it is divided into three sections, A, B and C. The first section, section A, is concerned with the overall pattern of the programme and includes an analysis of the dimensions of the pattern of the reappraisal cited in the model drawn up in the previous chapter. The second section is concerned with the reappraisal procedure itself, i.e. the process of reappraisal and its outputs in terms of benefits and costs. The third section is concerned with environmental factors which may have had an effect on the process of reappraisal. It includes an assessment of the various constraints which appeared to limit curriculum deliberation and decision making plus an analysis of the organisation and management style of the case study school.

Evidence is drawn in this chapter from both Phase 1 and Phase 2 schools. The survey data from Phase 1 is frequently compared and contrasted with the interpretative evidence from the case-study school which took part in Phase 2 of the reappraisal programme. The eight schools which took part in Phase 1 of the programme were markedly different although all were comprehensive. One was a denominational, Roman Catholic, 11-18 school. Some were longer established as comprehensives and therefore had existing sixth-forms while others did not. One was a relatively small 12-16 school in a city area, another a large 11-18 school serving a council

estate. A third was situated in affluent commuter belt. In other words there was a wide difference between the schools and the data has to be considered in the light of this.

Evidence drawn from the case study school is, of course, also strongly related to context. This school was a comprehensive school formed by the amalgamation of two Secondary Modern Schools on the same site. The reorganisation took place in 1977, so that when the field work was about to start the first comprehensive intake had reached the fourth year in the school and the last secondary modern intake was in its final fifth year. The school had no sixth form and plans for sixth form pupils in the area had not been finally decided. The number of pupils in the school had dropped by over 10% since reorganisation. In 1977 there were 1015 pupils in the school; the number in September, 1980, was 884. As a consequence the number of staff had also dropped from 56 (plus the Head) in 1977 to 47 (plus the Head) in 1980. In the four years a total of fourteen staff had in fact left to take up other posts or had retired. Not all had been replaced and only one teacher had had to be made redundant, though another was due for redeployment.

Although the school was situated in a middle sized town it drew a large number of pupils from the surrounding rural area, i.e. only 58 of the first year intake of 168 in 1980 came from the town itself. Children from the rest of the town attended the erstwhile Grammar School, which occupied a slightly more central position.

Other details and statistics about the school are available in the Appendix entitled 'The School - Information/Description'.

4A. The Pattern of the Reappraisal Programme

In the previous discussion in chapter III, a model for the programme pattern was developed. From that model Fig. 4.1 has been drawn up to include most of the dimensions which were considered in detail in that chapter. The figure indicates some of the interconnections between the dimensions, particularly those which from the relevant literature would appear to be likely to be problematic.

The dimensions of the model are:

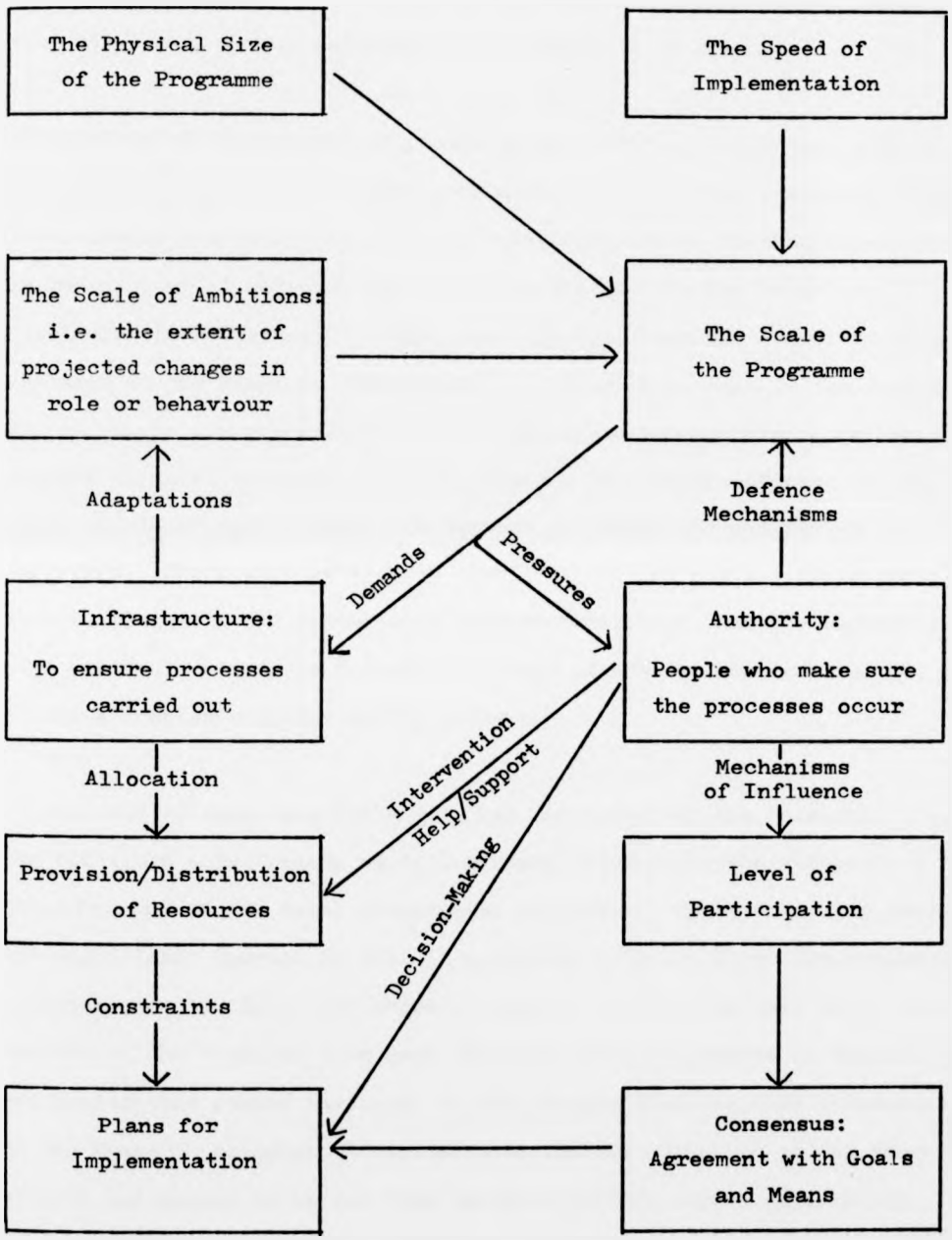
1. The scale of the reappraisal programme
2. The strength of the infrastructure
3. The degree of authority used in implementing the programme
4. The provision and distribution of resources
5. The level of participation of those involved in the programme
6. The level of consensus on the programme's goals and means
7. The formulation of plans for implementing the programme.

In the section which follows each of these dimensions is explored through the use of survey techniques and questionnaire responses and through observations recorded at the time. In all cases the views of the members of the different groups participating in the programme are compared and contrasted.

Before any of these dimensions is analysed in detail however, the overall pattern of activity is outlined and discussed so that the context of the actions and observations may be apparent.

Fig 4.1

THE PATTERN OF THE PROGRAMME



4A.1 The Pattern of Activity

The various activities can be grouped according to the level at which they developed, namely national, local authority or school.

The periods of involvement of people at the various levels were indicated earlier in Table 1.1 which also showed the period of the research project. The activities outlined in Table 1.1 were undertaken, it should be noted, in the context of national government initiatives on the secondary curriculum (see Chapter I). The timetable for these was therefore also included on the diagram. From Table 1.1 it is clear that in the initial stages only a few people, HMI, were envolved in the exercise. As the project expanded outwards, however, firstly to involve officers of the LEAs and later the schools, the numbers of people and activities increased. There were periods of stabilisation and review; there were spurts, plateaux, and transitions between activities and the beginning of a cyclical pattern as successive groups of schools become involved. It was a complex and slow moving pattern.

It can also be seen from Table 1.1 that the period of the Research Project field work leading up to Christmas, 1980, overlapped with only a small fraction of the total reappraisal programme. That particular period was significant however in that it coincided with the first six months of reappraisal activity in the Phase 2 schools and it was this which the members of the research team were therefore able to observe in detail. It was during this period that most of the subject analyses were documented in the Phase 2 schools. A similar stage in the programme of the Phase 1 schools had proved to be for them the most intense period of activity and at the time it seemed reasonable to assume that the pattern would

be similar in Phase 2 . The research team were therefore optimistic that this period would prove to have been particularly significant.

The research investigations began with a series of interviews of teachers in Phase 1 schools, principally those who had been extensively involved in the reappraisal programme. These interviews were followed by a second series with LEA advisers and administrators and HMI who had been involved in the reappraisal programme. By that time Phase 2 schools were just about to start their cycle of activities and each researcher chose to follow the events in one of these Phase 2 schools. The investigations reported here were all carried out in one particular Phase 2 school, henceforward referred to as 'the case study school'. A diary of major events which occurred during the reappraisal programme in that school during the period of the field work is given in Fig. 4.2 .

Four phases have been identified:

a) introduction, discussion. (6 months)

b) stabilisation, the busy stage, filling in forms. (6 weeks)

c) self-reviewing, evaluating progress and amending returns. (6 weeks)

d) renewal, entry to subsequent activity. (incomplete)

These phases did not flow into one another., There was a lull as each was completed before going on to the next.

4A.2 The Dimensions of the Model for the Programme Pattern

1. The Scale of the Project

The simple record of activities discussed above has shown how the programme of reappraisal developed and expanded. It began with only twelve people,

Fig. 4.2 Diary of Events - Case Study School

INTRODUCTION	September 1979	Letter of invitation to join Phase 2 of CRAG received by Head. Consultations with LEA advisory staff.
	December 1979	LEA advisory staff and HMI meet with HODs in the school.
	April 1980	Heads join Phase 2 Steering Committee.
	June 1980	LEA advisers and HMI hold two meetings with HODs in the school to introduce the exercise.
STABILISATION		Initial departmental meetings timetabled in schools.
	July 1980	LEA advisers and HMI hold a series of meetings at a teachers centre. HODs of all Phase 2 schools attend on a subject basis.
		LEA sends progress report to school. Departmental meetings continue in school.
	End of term	Subject submissions collected by Deputy Head/CRAG co-ordinator.
REVIEW	September 1980	Submissions revised and supplemented before being sent to LEA for circulation to other Phase 2 schools.
	November 1980	In - House Conference (one day).
RENEWAL	December 1980	Second series of HODs meetings held in the two case study schools. Papers on assessment, processing information, additional proformae, received by the school.

the members of the curriculum publications group of HMI, but the number soon swelled as the various LEAs joined in. Forty-one schools in five counties in England eventually became involved in the initial stage of the exercise. An additional eight schools later joined in the second phase of the local programme in one LEA, which pushed that number up to forty-nine. Yet others became involved later. In each LEA a steering committee was formed. Serving on that committee were the Heads of the participating schools, LEA administrators and advisory staff, HMI and members of the Management Centre, who eventually became responsible for the research project. Representatives from these groups also served on the Central Co-ordinating Committee. Allowing for all the advisory staff who attended subject meetings, In-House conferences, etc., and the staff in the schools, a total of over 4000 people must, at one time or another, have taken some part in the exercise. By any standards, this is a large number, and the exercise is probably one of the most extensive curriculum review projects ever undertaken in England.

As the programme developed the scale of the ambitions appeared to change however. Initially these were very high but the evidence suggested they were soon adjusted. The more ambitious a project the greater the demands on the infrastructure and the more likely it becomes that the goals and hence the demands are tempered to suit existing structures.

An administrative officer of the LEA acknowledged that his initial aspiration may have been thus affected when he said:

> "What interested me was the prospect of concentrating on what kids were actually doing with teachers, also the potential for identifying the disparity between what they were doing or rather what they'd like to be doing in terms of aims and objectives and what they were actually doing because of what examination demands led them to do. I thought at the time that that was going to be one of the

major outcomes of the exercise and I thought that for the next six or nine months. I had some quite heated exchanges with LEA colleagues and with HMI colleagues. They clearly wanted to play that dowm because it was political. Subsequently it disappointed me that that never really became a major part of the exercise."

(LEA1, 090-104).

An LEA advisor had different aspirations, but again these were not to be realised in practice:

"I hoped that it would produce for us all a new way of looking at the school curriculum because frankly I was very dissatisfied with it. One thing is this 'tyranny of bells'. Is it the correct learning process to chop everything into thirty or forty minute periods? I don't believe it is. How in the practical sense we overcome that, I don't know. I hoped we might have got somewhere."

(LEA2, side 1, 097-112).

He went on to explain later:

"I wish I felt confident that we'd see some curricular changes. What I would like to see is a pipe-dream, a full scale pilot scheme where all the subject labels had been dropped. It really is. You've got to change attitudes of employers, examination boards, etc., the whole lot - the whole way!"

(LEA2, side 2, 090-100).

and finally to admit:

"The solution has to come through the subject bases. This is the best that we can hope for at this stage."

(LEA2, side 1, 120-123).

These last three quotations show how aspirations were dependent on existing structures such as the examination system and how the preservation of these structures inevitably led to an adjustment in initial aspirations.

The wish to preserve existing roles as distinct from structures was noted by one HMI. He was in no doubt that the exercise had brought about a new relationship between HMI and schools. As he pointed out (HMI1, interview

notes, 1/10/80, p4) this new relationship was not one which had been received deliriously by many HMI. He felt that, as Inspectors, HMI had to keep their distance in order to make up their minds about what they saw. There was, he said, a danger in becoming too involved and there had apparently been many arguments between HMI about this aspect of the exercise.

These comments suggest that, although the scale of the project was indeed large in terms of the numbers of people involved, the initially high, probably unrealistic, aspirations of those involved in the early stages of the exercise rapidly diminished, constrained by existing roles and structures. What then was the extent of the change in practice, if any, required of the participants?

To many of the staff in the Phase 1 schools, the ideas introduced to them and the methods which they were asked to use to analyse their curriculum were new and unfamiliar:

> "This was new to me (Proforma 2 on the subject contribution to the eight areas of experience) and to feel that your subject was part of the whole curriculum, not just an isolated discipline, I found that aspect of it extremely useful."
>
> (Transcript G9, p11).

Teachers in Phase 1 schools were also asked if they were familiar with analysing their curriculum according to the objectives model of Proforma 1. The following response is typical:

> " I don't think most people were actually. I think that was why it made one start to think about it all. That was probably its main use."
>
> (Transcript A3, p8).

But it was the eight areas of experience checklist which seems for many to have been the most novel feature of the exercise. As an LEA adviser explained:

> "The new aspect that came in here was the areas of experience - it hadn't been put in those terms before. I think that was the most concrete thing produced and very valuable indeed."
>
> (LEA2, side 2, 068-072).

The very novelty however did lead to difficulties as another adviser observed:

> "The 'eight areas of experience' I think has been one of the most difficult things for teachers to grasp in the sense that there was no end product after thinking about it. The impression I've got of its usefulness is as a talking point, as an initiator of discussion. That's the way we've tended to use it."
>
> (LEA3, side 1, 057-061).

Of course, by the time the exercise reached Phase 2 schools in the LEA, the situation was somewhat different. Firstly as one member of the case study school pointed out, the teachers had prior knowledge of the exercise through contacts in their school:

> "We had heard about it two years ago through the Deputy Head. We heard that the first set of schools was doing it."
>
> (Transcript B1, p1).

and from contacts outside the school:

> "The Head of Department at (another) school was involved and I had a few chats with him about it."
>
> (Transcript B1, p1).

Secondly, members of staff attending courses had found the ideas and literature formed the basis of some of their discussions.

On the Red Book, Curriculum 11-16, one teacher observed:

> "Well, I'd read that before. I was on a Heads of Department Meeting in York University in December 1977 and that was talked about very much there ... and we met some of the HMI who had drawn it up."
> (Transcript B7, 1, p3).

Similar observations to the last were made by at least four other members of staff:

> "I knew of it because of attending a Heads of Department Conference at Menai three years ago and I knew one of the other schools involved."
> (Transcript B3, p1)

> "I knew of it from the Craft Teachers' Conference, and I had a report from (a teacher) at (a Phase 1). school. I had a discussion with him after that, and with a friend of his at (a Phase 2) school. At Anglesey at another conference very recently I was talking with them again."
> (Transcript B9, p1).

> "I knew of its existence. I was on a course and got more information at the Heads of Department Course at Llandudno."
> (Transcript B10, p1).

> "Oh, yes. I was at a conference and (an adviser) came to speak. I think she gave the standard talk which I heard then and heard again at Llandudno on a week's course."
> (Transcript B11, p1).

Thirdly, the Heads of Department in the school had all been asked, when the school was reorganised, three years previously, to draw up Schemes of Work for their departments. The format they used was similar to that proposed in the reappraisal:

> "Internally, when we wrote our schemes of work over twelve months ago, we were told to write it with the likelihood that we would be doing this. Part of the introduction came then, really .... We were given headings to write to. Basically we were given aims, objectives, methodology, content and assessment and how we were going to evaluate a pupil on the course. I think that set the thinking really, didn't it?"
>
> (Transcript B13, 005-018).

From these comments it would appear that the change in the pattern of thinking had already been established for many of the teachers in the Phase 2 case study school. The change required of them was therefore correspondingly less and the project might be said to have become less innovative in character and hence reduced in scale.

These observations were confirmed to some extent by responses to one item of the questionnaire used in the case study school. For when the teachers were asked: 'How realistic, in your opinion, were the official objectives in the project?', 77% of the respondents reported that they considered the objectives to be very ambitious, but 55% of them also declared that they felt that they were obtainable. Indeed the setting of goals which did not threaten existing structures was already being put forward by the Head of the case study school

> "I am not anticipating a radical revamping of the subject areas, or the time-table, or our work in GCE, or O-Level, and non-exam courses.... evolution rather than revolution."
>
> (B0, side 1, 064-071).

There is therefore a contrast between Phase 1 and Phase 2 and the evidence would suggest that aspirations were indeed adjusted over time to take account of existing structures.

The scale of a project not only depends however on the numbers of people involved, the ambitions of those taking part and the extent of the change required. It also depends to some extent on the speed of implementation of that project. Circumstances behind the demand for action on the curriculum have been outlined in a preceding section. Political and social pressures made the need for action strong and a rapid response was called for. In the Inspectorate the decision to take the enquiry to the LEA was taken at the highest level (HMI1, interview notes). As we have seen the project was initiated by HMI immediately after the Oxford Conference in September 1976. By the beginning of the following year not only had the LEA agreed to take part, but schools had been chosen, a domestic Steering Group appointed (Transcript LEA1, p1) and some of the teachers were starting to complete the first proformae.

With this speed of implementation it was obviously not possible to carry out a pilot run on many of the instruments or questionnaires. Only one was, in fact, 'field-tested' to any extent. That was proforma 1 on the Subject Rationale. Only six teachers out of the 124 teachers interviewed in Phase 1 schools reported being involved in consultations on the design of this Proforma and only five teachers reported being consulted on other Proformae. Uncertainty about the methodology drove one member of staff to comment wryly:

> "I'm not sure that HMI knew exactly what they were putting out in the first place. It was just a guess. They virtually did it to see what would happen .....

> I would have thought this sort of investigation would have been more worthwhile if they'd ..... cleared the ground beforehand and found what was the best way of going about it..... They seem to have gone in with it and then had to sort things out." (T9, 085-093).

whilst another was not even sure whether the whole exercise was not really a pilot run aimed at testing the method:

> "My ideas on the aims of the exercise have never been really clear. On the one hand I've never been able to decide whether it was basically a research project ..... where we were trying to decide whether the methods were valid methods, or whether we were in fact trying to get something out of it. And I'm still not very clear. Have we been testing a method of curriculum enquiry, or have we been conducting a curriculum enquiry in our school? Or have we been doing both? It seems to me we've been doing both at various times." (A2, p1).

By the time the exercise reached its second phase, however, many of the proformae and procedures had been redesigned in the light of this experience, but that was three years later.

2. The Strength of the Infrastructure

When a project as large as that of the Curriculum Reappraisal Group is implemented rapidly with no pilot project, there is an obvious risk incurred in that there is little possibility of anticipating difficulties the project is likely to meet. Thus the infrastructure has to cope with the tasks of maintaining, planning and operating procedures and with unexpected events. The larger the project the greater, obviously, are the demands on that infrastructure. One demand typical of such a situation and well exemplified in the Reappraisal Programme is that for central direction. This was acknowledged readily enough by at least one member of the LEA Advisory service:

> "All the way along I saw the LEA role as a subsidiary role. I was very much expecting the lead to come from HMI and I looked on myself as in a learning situation. I felt I should learn a lot from observing HMI in schools."
> (LEA2, side 1, 070-080).

HMI, however, seemed to see things differently. The authorities originally approached by HMI had inevitably been those at the Oxford Conference. When they indicated that they were interested then a letter was sent to them (HMI1, interview notes, 1/10/80, pp3, 4) saying that, if they agreed to participate, they must understand the LEA was in charge. HMI would feed in the priming papers but the enquiry was to be LEA based and focused. How they ran it was their affair. Many people, HMI commented, seemed to have forgotten that letter. Also, when it became clear which authorities had accepted the invitation, HMI were instructed by the Senior Chief Inspector to "get out of the driving seat". It was not in any case possible, explained HMI, for them to 'move in'. HMI have the right to go into any school but they cannot tell schools what to do. Only the LEA could do that, so they had to take responsibility.

This position was confirmed by other members of HMI Inspectorate as follows:

> "Our prime function is to keep the Department informed about what is going on and the quality of what is going on. Whilst (in the exercise) indirectly one is telling the Department about what is going on, one is not inspecting, one is not commenting on the quality of what is going on ..... This is the only exercise to my knowledge which is not concerned in some way with inspection as we normally undertake it."
> (HMI3, interview notes, p6).

> "After giving the initial explanation, as far as we were able to explain what the exercise was about, we were in no way taking a lead really. It was a genuine effort at partnership in which, having understood the prime task, namely of looking at what is going on in the schools against the thinking in some of the papers that had been produced in Red Book ..... that was the extent of it.

> It was not a leadership role from the Inspectorate at all. It was a joint idea."
> (HMI2, interview notes).

This position may have been clear to HMI, but certainly did not seem to have been so to advisers involved in the project, who believed their role was to

> "provide more local information and to act as a sort of go-between"
> (LEA2, side 1, 078-085).

Furthermore the concept of partnership between the LEA, HMI and schools which was often mentioned during the reappraisal programme appears also to have caused some confusion in the LEA:

> "The notion of partnership was 'flagged' at an introductory meeting, but the terms of the partnership were, 'We at the Department want to do this, we are inviting you to participate'. A very firm impression, which, on going through this chronologically, I would say is justified, was that partnership was a very loose definition at that stage. The partnership consisted of the fact that HMI had to do this in schools. That meant working with LEAs. They had to go into schools to find out what was happening. They couldn't involve teachers in the process without the LEA making it possible for them to do so."
> (LEA4, side 1, 078-106).

The proposal that HMI and the LEA were to work as partners in the enquiry required a change in role for both. But, as a member of HM Inspectorate pointed out, through partnership you become vulnerable, revealing your weaknesses. Partnership, it was said, requires generosity so that growth can occur. The views of advisers, when they said they expected HMI to co-ordinate the exercise, came about, a member of HMI suggested, because they felt so vulnerable and were unwilling to risk their reputations (HMI3, interview notes, p3).

Demands for central direction were thus being interpreted as resulting from the tendency of individuals to avoid operating in unfamiliar roles. Although there may have been some truth in this as we shall see later, the uncertainty of the procedural configuration and confusion over formulating plans for implementing the reappraisal programme seemed to have been at least as important a consideration, in the eyes of the members of the advisory service, in creating the demand for more direction.

By the time the second stage schools were involved however the situation seems to have changed for, as one Adviser observed:

> "I don't think the exercise, as it goes through, and it functions in the schools in the second and third stage is as dependant (on HMI)"
> (LEA3, side 3, 577-580).

> "There comes a time when the schools and the project have to do without that (HMI) support. I think we've carried enough of the project, through in-service work and through talking to schools, for it to carry on and I think there are enough of my colleagues who could carry it on anyway."
> (LEA3, side 3, 679-700).

Thus by the start of Phase 2, not only had the aspirations of those involved become less ambitious, and the constraints imposed by existing structures been recognised, but the tendency to depend on HMI for a lead in the exercise was beginning to fade. Structures and procedures had become established and the demands on the procedural system less. Familiarity may have reduced the feeling of vulnerability.

3. The Degree of Authority used in Implementing the Programme

It has already been observed that the need for a reappraisal project was largely diagnosed by senior personnel in the Inspectorate, the LEA and

the schools. The expertise of HMI on curriculum matters was attributed by them to their particular experience:

> "Their writings are derived directly from that experience, not from academic sources. They do not set out to be professors of education. Accordingly their writings have no footnotes and do not mention Hirst or Peters or Bloom."
> (HMI1, pp1, 2).

In the advisory service some previous knowledge of curriculum analysis had already been acquired:

> "We've all written statements. That's not new to me, to write a curriculum statement, to show the intent of that area of the curriculum. I've been involved in that nationally with my own Association, no that's not new. For some it might be."
> (Transcript LEA5, p5).

If procedural advice was required during the project that was generally obtained by consulting colleagues (Transcript LEA6, p18) or HMI (LEA4, side 2, 207). Requests for other advice or support from outside agencies were not likely to be forthcoming for, according to one ex-member of the LEA Advisory service:

> "Most advisers are arrogant and they are loners. They get delusions of grandeur and I know that teachers sometimes resent it. That kind of thing is very easy to fall into. You can play God and so advisers by nature don't often admit that they need help."
> (LEA4, side 2, 208-218).

The exercise therefore appeared principally to depend on the existing expertise within the Inspectorate and the advisory service. Since this was the only exercise HMI had undertaken which was not concerned with inspection (HMI2, interview notes, p10) and they acknowledged that it was for them a new way of working (HMI3, interview notes, p5), they could not reasonably be said to have had prior experience of similar types of enquiry. Nor, strictly speaking, had the LEA, although as one adviser

said:

> "I don't think it brought something something so unusual to this authority, because ..... most of most of the schools in the authority and most of the teachers were used to a kind of in-service training. Not that that necessarily used the same ideas, but it used ideas which were relevant to this exercise. I don't think therefore that it's been something startingly new in that sense"
> (LEA3, side 1, 105-121).

The authority or leadership in the project therefore appeared to be derived from the position and expertise of both HMI and LEA personnel.

The position of the advisory staff and their multirole function have, according to Bolam, Smith and Canter (1976), been limiting factors in the contribution they could make to whole-school curriculum change. Advisers in the present enquiry have been conscious of their role as employers and the effect this might have on staff in schools:

> "One would be foolish to think it doesn't affect them, because it does, whether we like it or not. I think the important thing is for us always to remember it's there and not to assume that teachers forget it. Having said that, I think we've got enough of a history or tradition of inservice training within the authority where, I think, with a lot of teachers the barriers have been broken down. If they've been on any of our residential courses - you can't run that kind of course without establishing a working relationship with teachers."
> (LEA3, side 1, 620-652).

In fact, advisers didn't seem to see the exercise as involving any change in role on their part via a vis the schools:

> "Accountability to the local authority never entered my head for a moment. No, I think it was merely a continuation of my conception of the adviser's role to a school. I conceive that largely in the supportive element with only a little emphasis on directing them towards doing something which I personally consider to be better than they are doing already. I'm very gentle on that one. I don't think it was any more difficult than

my normal relationship with them. I think they are more conscious of that than I am."
(LEA2, side 1, 331-353).

Although the position of advisers in the authority may have exerted a considerable influence on the decision of the schools whether or not to participate in the enquiry, from the authority's point of view the autonomy of the Heads was ultimately the controlling factor which determined how the numbers of staff could be approached:

"The style was an informal approach, to go to schools and talk to the Head about it. The style of the approach to a large extent depended on the Head. I think its parallelled in a sense by the second stage. One may set a style that we think is a useful one, but you are very dependent on the way the Head operates. We stated to schools right from the beginning that schools, because they were asked to join in, didn't have to feel they'd got to. It must be their choice and they must not feel that they were doing themselves a disservice if they said 'No'. The reality of the situation is that it is always very difficult for a school to say 'No' if an authority approaches it. Nevertheless there wasn't, from the authority, the feeling that, if a Head came back to us and said 'No' for whatever reason, we were going to look down on that school and give it a black mark. In some schools we were called back and back and back for discussion and some Heads took it that the initial discussion was very definitely to involve staff. In other schools when we went along we found the decision had already been taken. The Head informed us that they were joining in."
(LEA3, side 1, 348-380).

The mechanism by which the staff in the Phase 1 schools responded to the approach, however, and the influence it exerted on them varied considerably. Their comments included:

"It was sold to us by the hierarchy in the school at the time."
(Transcript G9, p 1).

"I certainly think there was a certain amount of blackmail exercised on the school - it was vague comments like general inspections might not take

place and things like this."
(Transcript G11, p 1).

"I thought it was a jolly good idea ..... I felt we needed it."
(Transcript T1, pp 1, 2).

"You always have this option, you know, but how viable that option is is another matter. You have the option of driving down the right hand side of the road if you want to! Not to do it would probably have been detrimental both to the department and to myself."
(Transcript T5, p 10).

This last statement should be contrasted with the following from another member of staff in the same school:

"I think schools individually should go through this process ..... an exercise of this sort needs to be continued ....."
(Transcript T7, p 1).

In the case study school in Phase 2 the Head was clear, however, that there the staff had little choice over whether or not to participate in the enquiry:

"I would certainly think the pressure has come. We have tended to put it to them in such a way that they couldn't very well refuse. I think it had to be. We've taken a long time to think about it and talk it through and let people voice their worries, but at the end of the day I don't think they felt they had a lot of chance of saying 'No'. At the end of the day somebody has to say yea or nay. It would, I think, be a very brave staff to say unanimously 'We don't want to be involved'. The way it was posed to them - they were well aware that every gesture you make tells something about you and the gesture of refusing to be involved in a curriculum reappraisal exercise would tell every body that this school felt it was either doing well or else we were sticking our heads in the sand or else we were afraid of something."
(Transcript B0, pp 7, 8).

The response of one member of staff in the case study school showed how he felt the exercise had been imposed:

"I shall just indulge and take part in the thing as best I can with a certain amount of interest to the level I've got time for.....
I'm going to have a task set me, aren't I? I'm going to work at this - this is a piece of home work that's been set by 'Sir' and therefore I'm going to do it the best way I can, just like I would with any other homework and therefore I'm going to find what resources are available to me to do it with."

(B13, side 2, 100-172).

In the fixed response questionnaire used in the case study school, staff were later asked to indicate the manner of their commitment to the enquiry by signalling the extent to which they agreed with a series of statements. From a frequency analysis of responses, a rank order was obtained for the statements. These are listed in Table 4.1, together with the level of agreement nearest to the average level of responses. The results are interesting because they do seem to fit quite well with the analysis of the mechanisms by which an individual responds to influence given by Handy (1976) and discussed earlier in Chapter III. Statement 1 shows a strong commitment to the task of reappraisal and suggests that this is independent of the enquiry, as no value judgement of the methodology is implied. Statement 2 implies that the teachers were indeed influenced by the role or position they held and that they felt that they had to comply with the demands of the enquiry, irrespective of the value they attributed to it. The fact that statement 3 also had a relatively high score suggests that their feelings about the enquiry were indeed somewhat ambivalent. This is corroborated by the very similar scores obtained for statements 5 and 6. Statement 4 is unfortunately ambiguous, as one teacher pointed out by adding the rider "so that they can suffer also"! The low scores for statements 8 and 9 would suggest that neither 'resource' nor 'expert' authority is regarded as a significant source of influence. We must therefore conclude that the main source of influence acknowledged by

Table 4.1 Mechanisms of Commitment to CRAG.

Statements in Rank Order	Level of Agreement
1. All schools should be reappraising their curriculum continuously. CRAG suggests a method for doing this	4: to a great extent av. score: 3.6
2. If the school is committed to CRAG then all the teachers have an obligation to participate also	3: to some extent 3.4
3. I am as yet uncertain about the overall benefit of the enquiry to this school	3: to some extent 3.0
4. I feel that all schools should eventually become involved in CRAG	3: to some extent 2.9
5. CRAG has had unanticipated benefits, e.g. valuable discussions both in and out of school, provision of information on assessment, etc.	3: to some extent 2.8
6. The methods of reappraisal used by CRAG are proving useful and helpful to all concerned	3: to some extent 2.8
7. I do not wish to participate in the CRAG enquiry	2: to a minor extent 1.7
8. I felt encouraged to participate because HMI and LEA advisers were associated with the enquiry	2: to a minor extent 1.6
9. I felt that I ought to participate because it might look bad if I didn't or might reflect on me or the school	2: to a minor extent 1.5

Note: A level of agreement of 1 indicates: Not at all.

Number of respondents: 36

Note: The significance of the difference in level of agreement given for the various statements was tested using χ^2. The null hypothesis that there was no difference was rejected at the 0.001 level.

the teachers is the position they hold in the educational system, whose rules and regulations legitimately require them to comply with a project introduced to them by those in a higher position in the system. This conclusion seems to confirm the comments cited above by staff in both Phase 1 and Phase 2 schools.

4. The Provision and Distribution of Resources

Throughout the exercise no personnel had sole responsibility for the curriculum enquiry; all those who took part did so in addition to, or as part of, their normal duties. It has already been noted that a certain amount of time was programmed for HMI in the Curriculum Working Group of the First Call Centre, whereas in the LEA virtually no extra time was set aside for administrative or advisory staff in the early stages. According to a member of the advisory staff, this was a great problem because the advisers were already operating under considerable pressure:

> "The only really helpful support you can give an adviser is to carve out some time. An adviser's job is a peculiar one in the sense that - it was then in the way that the LEA operated it - it was the kind of job in which you could kill yourself with overwork or you could do very little. The more work you did the more work you created. The more schools you went into, the more often you went in. It was almost a self-defeating, a self-crucifying process because the more involved you got the greater the load. Some of us were by that stage labouring very severely under I think unfair pressure, being expected to do two or three major jobs."
>
> (LEA4, side 2, 190-205).

An administrative officer spoke of the pressures of time on administrative staff caused by the enquiry:

> "(The main administrative difficulty the county faced) was the time of personnel involved at

> the centre, with so much else to do. This is why somebody like us drifts into it and drifts out of it according to other pressures. The pressure on the time of people like the Assistant Director is already very, very great and to keep some sort of co-ordinating role, to keep tabs on it, as it were, is sometimes impossible. The main pressure must have come upon (one adviser) and sometimes its just been too much. Those are the main sorts of pressures. Pressures from the schools for help, for resources, either human or hardware, software, have not been difficult to meet generally. They have tended to come through me and they weren't difficult to meet because in the first two years the Assistant Director had a small Development Fund which he used and since we've had to - use a 'variety' of methods."
>
> (LEA1, side 1, 423-442).

Although the material demands of the schools may have been met, advisers were very conscious of the time pressure the exercise would exert on the schools:

> "The thing that I was afraid of, I think, more than anything else would be that the time commitment would be even greater than in some instances it proved to be. I was very keen, and I tried to argue at some of the Steering Committee Meetings, but got shot down in flames, that the schools must have assistance from the point of view not only of additional staff while they were doing this, both teaching and ancillary. Otherwise I said I didn't see how they could do it, because of the time allocation. But that wasn't forthcoming and frankly anything the schools achieved I think was a flipping miracle! I grossly underestimated the amount of writing up and ancillary staff time needed for the communication, even within the school, that was necessary, all the typing, all the distribution and all the rest of it. I think this is going to be an additional worry as we move into other phases at the moment. Because we won't get it - and not only that, if a member of the secretarial staff leaves now they are not very likely in most instances to be replaced anyway."
>
> (LEA2, side 1, 374-403).

Speaking of the support which was offered to schools by the LEA, a Head in one of the Phase 1 schools commented:

> "It created obviously a considerable number of administrative problems in the school. We got

a degree, as you know, of support which could be directly applied in terms of the clerical help, but couldn't be directly applied really in terms of the teaching help that we were given, this extra half teacher. In a way, I suppose, we were luckier than most ..... but really you can't apply extra teaching hours and make them specifically useful to support CRAG. They were meant to cover the departure of HODs to meetings and so, but however good a teacher is there are limits to what he can do. At least we were able to get people in on supply ..... but now that's come to a complete full stop ..... I would be very much more chary of joining in now, knowing that it is well nigh impossible to cover the colleagues who are going off to meetings or conferences."

(T17, side 1, 152-193).

Not all teachers, however, shared this opinion, for according to a Deputy Head in Phase 1:

"One thing that has been grossly exaggerated is the amount of time that has been spent on it. That's been exaggerated! I watched a football match on Saturday of which the first half was superb and the last quarter of an hour was dreadful. I've spoken to several people since and the game was dreadful because the last quarter of an hour was dreadful. There were certain times when a certain amount of time has been given, but if you look at it overall it's been grossly exaggerated. If you give thirty hours and spread it amongst your teaching staff it amounts to nothing, ten minutes each. On the other hand if you make fifteen hours for me, or somebody else, then I could produce some beautiful paper and add to it and so on - so time is a non-question!"

(Tape G8, side 1, 318-338).

The possibility that it was not the amount of time, but the nature of the time required which was important was the subject of a comment from an LEA adviser:

"We've always said, haven't we, that the major constraint is one of time. It's time from our point of view as well as the schools, finding time of the right sort, being able to sit round and talk with staff. One was always conscious that, if one went to talk to a group

> of staff, that their minds inevitably, and rightly, were on what they were going to teach the next lesson ... I was always conscious of the time to get used to what we were talking about. I used to feel it was all right for myself. I was dealing with it daily and I was going into a school and I could switch back into it. You needed more time for them to get back into it. Their problems were the immediate."
>
> (LEA3, side 2, 347-369).

Concerns over time were also voiced by the Head of the case study school before Phase 2 of the exercise began there:

> "I think my principle reservation is the time that it is going to take, and amount of effort and the extra strain on members of staff who are already working very hard indeed."
>
> (BO, side 1, 007-012).

Six other HODs in the case study school also mentioned during interview concerns over the amount of time they felt they would need, or the extra work they anticipated would be involved. As one of them said:

> "Well, I'm aware of the fact that I and, I therefore conclude, most of my colleagues are very busy. We've got a big enough work load without willingly accepting any more. Having said that, any suggestion that something else is contemplated makes us wary."
>
> (Transcript B13, p 1).

When asked, six months later, however, how much time they found they had had to devote to the enquiry, and how difficult it had been to find that time, the staff in the school gave the following responses (see Table 4.2)

Table 4.2

Frequency Analysis - Time Spent on Reappraisal (Phase 2)

	Impossible to find	Very difficult to find	Not too difficult to find
More time	3	-	-
A lot of time	-	9	-
A moderate amount of time	-	12	2
A relatively small amount of time	-	3	6
No effective time	-	-	1
Total	3	24	9

No. of respondents: 36

These responses confirm the observation that most of the respondents, notably those involved in drafting departmental statements for the exercise, did indeed find that they needed some considerable amount of time to complete their contribution and that it was very difficult for them to find the amount of time they required for this task.

One of the resources which was offered to the schools during Phase 1 of the enquiry by the LEA was the provision of supply and secretarial staff. Difficulties in administering the supply staff have already been mentioned, and it must be admitted one of the main concerns voiced by members of staff and by advisers was undoubtedly the amount of time they felt would be needed. Before undertaking the enquiry members of staff and advisers were naturally anxious about this. When viewed in retrospect however, it appeared that it was not so much the amount of time required

but the structuring of that time which was the major problem. The teacher's day is programmed in such a way that it is not possible for teachers to gather together for prolonged periods of discussion, except after school. Arguments, study discussions, etc., are interrupted by the immediate task of teaching the next class. Nor was it easy for the teachers to switch quickly from:

> "The monosyllabic child's approach to the multisyllabic higher level education this demands."
>
> (Transcript G1, p11).

Even when time was allocated within a school day, it didn't seem to provide the answer:

> "I think we had something like two or three afternoons when the children were sent home early at about two o'clock, so in fact we'd have something like two hours time running on till 4 o'clock. Now six hours isn't enough to do this job, so all the rest of the time we spent on it was taken out of either our own relaxation or time we would or should have spent on preparation of lessons ... To get together in a department and swap ideas would have been handy. The In-House conference was, I think, useful. We got away from the children for about two days, away from all the classroom stresses and we could actually sit back and start thinking about curriculum. On any ordinary school day when you've got children anywhere within 200 yards, you can't sit back and think about curriculum. You simply have to think about the next lesson. And in that sense we just couldn't do the job properly."
>
> (G14, 289-325).

Apart from the provision of supply and secretarial help the schools were also offered advice and support by the LEA advisers and HMI who visited the schools. Of the teachers interviewed in the Phase 1 schools, 25% of respondents considered the advice and support helpful, whereas 31% considered it unsatisfactory. Specific criticisms concerned the availability of support:

"If we're going in for school-based curriculum development then I think we've got to radically change our ideas altogether ..... We've also got to provide a far greater degree of back up and expertise than was evident in the project. As far as I can see whenever specific expertise was asked for in the project, generally speaking it was either very, very delayed or not forthcoming at all. You see, we were told, for example, that access was available to the APU material, and expertise and so on. Whenever this was actually asked for on a specific topic or a specific date it didn't turn up on that topic or that date."

(Transcript A2, p4).

As far as advice and support offered to the Phase 2 schools was concerned, however, the case study school was in a unique position. Because of the presence of the researcher in the school, the LEA advisory staff apparently decided not to arrange frequent visits to the school. This was mentioned at one Research Steering Committee meeting and confirmed later at a second meeting. It was not therefore possible to observe or comment on the effectiveness of the support offered by the LEA in that school. In addition the absence of advisory support had the effect of placing the researcher, to some extent, in the ambivalent position of being the one person with some previous experience of the earlier work of the project in the field-setting which was the object of the research. Procedural questions were therefore often posed to the researcher which it was impossible not to answer without appearing to obstruct progress. Indeed it was later learned that the school sent far fewer requests for help to the LEA than other Phase 2 schools, which were not hosting a research enquiry. It was an example of a project reacting strongly to the research activity which was investigating it. Respondents in the case study school nevertheless were asked in a fixed questionnaire what sources they used to obtain information or to seek help and support during the project. The

responses are given in Table 4.3.

It would seem from their responses that the most frequently consulted sources were in order:
colleagues, heads of department, the researcher and the departmental scheme of work.
Only 8 out of the 37 staff who responded to this question indicated that they had received some constructive support from advisory staff. These were all people who had attended the HOD meetings organised by the LEA for all the Phase 2 schools.

Table 4.3

Sources of Help, Advice or Information (Phase 2)

Source of Help	No. of staff indicating that the source was very or somewhat useful
HMI	5
LEA Advisers	8
The Red Book	7
The White Book	12
Colleagues	22
Heads of Department	20
Deputy Head	9
Head	4
The researcher	19
Books or Documents on Education	5
Co-members of Educational Societies	0
The Departmental Scheme of Work	17
Minutes of HODs Meetings	8
Progress Reports	9
Subject Papers or Statements from LEA Advisory Staff	3
Other	1

To be fair, it must be pointed out that during the six months of the case study, both advisers and HMI did visit the school. To the astonishment of one Head of Department (Field Diary, 8/10/80, p 71), no less than three advisers visited one department within the space of two weeks, but these visits were related to a specific administrative problem in the school and therefore not directly connected with reappraisal project. Their visits were followed up by a visit from the school's HMI. The Deputy Head acting as project co-ordinator in the school also received visits from the advisory staff. One may presume, therefore, that members of the LEA were aware of the progress of the exercise and would have responded if requests for help had been made.

It was noticeable that there was one particular area in both Phase 1 and Phase 2 schools in which the lack of advisory support caused considerable problems. Lack of progress in the exercise in the remedial education departments in Phase 1 was attributed to the fact that there was no adviser in the authority with responsibility for that area. According to one Head of a Remedial Department in a Phase 1 school:

> "We needed extra time; we needed extra facilities. I mentioned that point and I also asked for assistance in this area from other people. I was assured by HMI at one meeting that other people would come in with expertise in this area to help us look at our problems ..... and the people they said would be coming to help us in this area didn't materialise. I think that's perhaps because there's no remedial adviser in (the LEA)..... The actual functioning level in the classroom, very little contribution was made in that area - again the lack of initiative from above in directing us in that area probably."
> (Transcript G16, pp1, 4).

The absence of advisory support was also keenly felt by the teachers in the Supplementary Education Department of the Phase 2 Case Study School.

The only form of external contact this department had was with the psychologists in the Education Department at County Hall (notes of Departmental Meeting, 23/6/1980). They felt particularly bitter when they found that their subject had not been included in the initial round of HOD meetings organised by the LEA. A meeting for them was eventually arranged, where the problem was acknowledged and the status of remedial teachers was discussed.

The third resource which was provided for the schools in the project took the form of printed material: literature, proformae and leaflets produced by the LEA. The ideas and information introduced by this means will be discussed later. What is of interest here is the availability of the material, its clarity and the extent to which staff found it either suitable or useable.

When 124 respondents in the Phase 1 schools were asked by the research team to recall which items of literature they had read, the responses given were as follows:

Table 4.4

Items of Literature Recalled (Phase 1)

Item Read/Consulted	Number of Staff
The Red Book - Curriculum 11-16	76
Curriculum 11-16 (LEA) The White Book	101
Progress Reports	12
Initial HMI Working Papers	10
In-House Conference Papers	5
Other	6

No. of Respondents: 124. Multiple Responses Accepted

Although it appeared that 61% of respondents read or consulted the Red Book, Curriculum 11-16, and 81% the White Book on aims and objectives, produced by the LEA, there was considerable scepticism amongst the teachers about the extent to which documents had actually been read. As a Deputy Head of a Phase 1 school said:

> "I would say very little of its been read. I read 90% of it because it is part of my job to read and enlighten others when they ask what on earth was all that about."
> (G8, 118-122).

One of the troubles in Phase 1 seemed to be that of timing and availability:

> "Quite a lot of it came out later than it was intended ..... (It was) interesting enough as material in its own right, but ..... in fact the material often came too late to be used in the stage in which it was intended to be used."
> (Transcript A2, p 5).

> "This (the Red Book) is the thing that was on very limited issue. It didn't get round as far as myself. I think there was a copy for each Head of Faculty, not Department ..... It didn't circulate, not enough."
> (Transcript A1, p 5).

In the case study school, before the start of Phase 2 of the exercise, two copies of the following documents were given to the Head: 'The Red Book' - 'Curriculum 11-16' (DES, 1977a), 'Aspects of Secondary Education in England' (DES, 1979a), 'A Framework for School Curriculum' (DES, 1980a) and 'A View of the Curriculum' (DES, 1980b). These were passed on by the Head to two HODs to hold available for staff (B0, side 1, 074-076). By the time the exercise had formally begun in the school though, only one other HOD reported consulting these documents. When requests for them did come the number of copies of the Red Book, in particular, was found to be inadequate and six further copies were supplied at that stage by the researcher. The number of respondents who six months later reported having found the book useful is given in Table 4.3.

During Phase 2 of the exercise two procedural leaflets from the LEA were also distributed in the case study school. 22 of the 37 who responded to a question on this point in the fixed-response questionnaire indicated that they had received the initial circular on the reappraisal; 20 respondents said they felt the tasks of reappraisal were specified both clearly and comprehensibly but 10 of these respondents also said that although the tasks were clear they were not specified in detail or in a useable form. 22 respondents reported receiving a circular on assessment. Only 7 respondents said that the tasks on assessment were specified clearly and 3 of them said they were not done so in detail. 16 respondents said the concepts were comprehensible but again only 6 indicated that they were also in a useable form. There were clearly problems in this area. The form of these documents differed considerably from those used in Phase 1, where there had also been problems, particularly over the lack of procedural instructions.

> "Proforma 1 had been presented to us on paper, but how one actually approach it, there were no guidelines as to that ..... We were more or less given no guidelines at all as to what we were to do."
>
> (Transcript G9, pp 1, 9).

Indeed 28 of the sample of 124 Phase 1 teachers interviewed made a specific recommendation during interview that the instructions and guidance on how to complete proformae should be clarified. Requests for more information on, for example, assessment and curriculum development were, on the other hand, made only by 10 respondents.

The difficulties experienced with the printed material in Phase 1 were often attributed to the level of the language used. 38 of the 124 teachers interviewed made criticisms of the vocabulary or terminology used. The following comments were typical:

"I wish they had put it in English. It seems inexcusable to me that so much of it came out using jargon, which was incomprehensible to the average teacher ..... most of the jargon was in the Progress Reports."

(A13, 145-172).

"I learned to decipher a great deal of English which on the surface meant nothing to me. The communication of ideas, of concepts very often went above my head. That was a very common feeling. We found it very difficult to sort out of the plethora of information and ideas and the language in which they were expressed exactly what was being aimed at."

(A9, 138-150).

"The other thing was the language barrier. Having just done an M.Ed. thesis and an M.Ed. course before that, being reasonably, tolerably, intelligent, reading a reasonable number of books on the subject, one could come to terms with the language. But if you're talking about a teacher, the normal classroom teacher in an urban comprehensive school, who is spending thirty lessons a week with low ability groups three quarters of the time and pressure as regards jobs is very much on them, whether we like it or not, their terminology and their understanding of the terminology is not there. A lot of the terminology used in the papers lost them. Consequently it probably lost contributions and opinions from a large proportion of staff. That should have been realised and the lack of communication shouldn't have taken place."

(G8, 058-078).

By the time the exercise had moved into its second phase the language had undoubtedly become more familiar. As previously observed, several teachers remarked on previous encounters with the literature and procedures. Possibly as a consequence of this there seemed to be less criticism aimed specifically at the language, although one member of staff did have some fun at the projects expense and produced a 'random phrase generator' using a number of the terms picked up at meetings or from papers! The lack of direct criticism did not mean that people did not find difficulties in using the terms and the definitions offered. They did and the nature

of these will be discussed later but there was also an acknowledgement that no one method of analysis was likely to be ideal:

> "I think if you're going to go about this, you're going to come up with problems. I think I can't honestly see a way, maybe you can, of finding a way where there aren't going to be problems. In general I think this was probably the only way to do it. Let's be honest, if we'd wanted to we could have changed it to any way we wanted to do it. Quite easily, I mean. That has been pretty well put to us. In fact if you wish to do it in any other way than is set down there, more strength to you. And we chose not to. But presumably we chose not to because we thought we could do it this way."
> (Transcript B1, Interview 2, p 6).

5. The Level of Participation of those Involved in the Programme

It has already been shown how the initial machinery of, firstly, the domestic Steering Group and, secondly, the full Steering Group, including the Heads of the Phase 1 schools, was constituted within the LEA. When it came to the task of developing a methodology for the project and drawing up the papers, the procedure was described as follows:

> "In the early days I think on average there were something like three of the advisers and three HMI and often one of the administrators involved in it, but it depended as time went on who was available because we were involved in other exercises as well."
> (HMI2, interview notes).

As far as the schools were concerned:

> "In practice schools, being so heavily committed and so on, did I think rely on the joint deliberations of the Inspectorate and the LEA representatives, advisers and administrators for taking the project forward."
> (HMI2, interview notes).

Since the time advisers had available to devote to the project was, as we

have seen, extremely limited, as was the time of HMI, the role of leadership in the enquiry seems to have been eventually assumed by a small number of people, notably one member of the Inspectorate and one member of the advisory service. As a member of the advisory service observed:

> "That was another example of nobody predicting ..... the enormous logistics and work load implications of this. It wasn't until (one adviser) got released from most of her other work that things could really begin to move. It wasn't anticipated in the early stages. It was thought that the advisory staff collectively could operate the LEA side of the partnership with the Inspectorate."
> (LEA4, side 1, 630-646).

The member of the advisory service on whom most of the administrative responsibilities eventually fell explained the position:

> "The more I became involved in it the more I realised that it had to become almost my first priority at the time. I've always been conscious that I've neglected a good many other things I should have been doing in order to do this. I am also equally conscious that a lot of my time in this exercise has gone on what you might call the administrative part of it and not the helping of teachers. To a large extent I've had to rely on colleagues to do that kind of helping."
> (LEA3, side 2, 003-012).

Another member of the advisory service referred to the contribution from the Inspectorate as follows:

> "I think the tremendous contribution that (one member of the Inspectorate) has made has been that he did produce a structure and an element of direction which I think was sadly missing early on. I think much of the value of the exercise may have sprung from just that one fact."
> (LEA2, side 1, 091-095).

An adviser described the working relationship:

> "If one has met HMI colleagues before with whom there has been some kind of rapport, you've found a very close working relationship with them anyway. Though the time spent working together on this has been very much more than on anything else, I would suspect. One can

> only say that as far as the LEA is concerned, we have been extremely fortunate - how one is able to say it, I don't know - it's the quality of the person you see, the quality of thinking... Wherever he goes he takes the meeting, takes the lead. He's that sort of dynamic person and everybody stands back and lets him do it. But I don't think the exercise, as it goes through in the schools in the second stage and the third stage, is as dependant. But the thinking was done very much as a partnership. Other HMI colleagues and my own colleagues put in a lot of thinking. I think he has been a figurehead in many ways.....
>
> I think the exercise has benefitted, because I think a lot of staff from schools, not all, but a lot of them, have appreciated being able to meet somebody with that kind of mind and that kind of thinking, whether they agree or not. On the other hand there is a chance that some people who are a little less sure of themselves will shrink and not come forward at all."
>
> (LEA3, side 3, 524-631).

Thus the exercise in the LEA came to depend particularly in Phase 1 very much on the strength of two individuals, one of whom assumed much of the administrative responsibility and another who led many of the meetings and contributed much to the thinking behind the development of the papers and instruments of enquiry.

From all the evidence so far reported it is evident that only a small group of LEA advisers and HMI could actually be said to be in 'full' participation in the reappraisal programme. These people were 'outsiders' from the point of view of the school. 'Inside' leadership at the level of 'vicarious consent' was probably attained in the case study school only by the CRAG co-ordinator in the school. There were also in the case study school, however, a small number of informal leaders in the school who could also have been described as participating at a high level.

In the fixed response questionnaire used in the case study school, members

were asked to indicate the activities in which they had participated during the time of the field work. A cross-break of number of subject department meetings attended by members is given in Table 4.5.

Table 4.5

Attendance at Meetings Convened by Department of Main Teaching Subject - Phase 2

Subject Departments	Number of Meetings											
	1	2	3	4	5	6	7	8	9	10	11	12
1		1			1	1						
2		1		2	1							
3	1			1		1						
4		1	3									
5	1	1	1									
6	1	1	1									
7				1								
8						1						
9												3
10												
11	1											

No. of Respondents: 36; 10 Respondents gave no response

The responses indicate that one of the departments apparently convened as many as twelve meetings, and these were attended by all three members of that department. Other departments seemed to have convened up to six meetings. Department 11 is, incidentally, a single member 'department'. The variation in the number of meetings actually attended by members of a department may well reflect the difficulty the staff had in organising meetings at times when all departmental members were available.

In addition to meetings of departments of their main teaching subject, some members of staff attended meetings of departments of their subsidiary subjects. This happened, for instance, in Science where four groups (Biology, Chemistry, Physics and Integrated Science) came together and in Modern Languages where teachers of French and German met together. Only one member of staff reported attending a meeting of a Department in which they did not normally teach.

A number of meetings of Heads of Departments were convened during the CRAG project. Members of staff from the case study school reported attending up to 10 such meetings at which the project was discussed. The project was also reported to be the subject of discussion at two meetings of the Senior Management Team in the school.

In all 15 members of staff from the school reported attending the Heads of Department meetings organised by the LEA in July 1980. 3 members of staff also attended a meeting for their subsidiary teaching subject or area of responsibility. A second set of meetings held later in the case study schools were similarly attended. 17 members of staff went to the meetings, 5 of them attending two of the scessions in their own school, and 1 attending two sessions at the other case study school. The fact that some of the meetings were 'on-site' may have encouraged the increase in number of meetings attended.

Reported participation in the drafting of written material in the school is shown in Table 4.6. From the Table it appears that 27 (73%) of the 37 respondents had been involved in the drafting of their departmental submissions.

The figures in Table 4.6, may be compared with the figures from the Phase 1 schools in which 78% of the staff interviewed reported having been involved in completing the responses to proforma 1. It must be noted, however, that the sample of respondents in the Phase 1 schools was selected to include those staff members who had been most involved in the enquiry. It was not therefore representative of the whole schools' staffs. Since not all of the staff in either phases of the exercise appeared to have participated fully in all of the activities and since assistant staff were represented by their Heads of Department at the meetings organised by the LEA their participation seems to be at the level of 'representational consent'.

Table 4.6

Involvement in Drafting Written Material for CRAG - Phase 2

Item Drafted	No. of People Involved
Part of the Departmental Statement on Aims and Objectives	15
The Whole of the Departmental Statement on Aims and Objectives	11
A Summary of the Responses from Members of the Department	12 (all the HODs)
The Programme for the In-House Conference	3
Reports of Discussions During the In-House Conference	11

No. of respondents: 36

The Heads of Department would however appear to be participating at a level nearer the level of 'direct consent'. They participated in more activities than the assistant staff and their involvement in the decision to undertake the project is confirmed by the following response by a Head of Department in the case study school to a question on that point:

> "Oh yes, we were asked if we wanted to take part. Well, of course, it was put to us that if we didn't take part people would wonder why we hadn't taken part. There was obviously a certain amount of pressure."
>
> (Transcript B10, interview 1, p1).

Another Head of Department corroborated this by saying:

> "I think it was put to us in a way that we couldn't refuse; I think that's possibly what some of the Heads of Department felt. That to refuse the LEAs invitation would be .... well, there might be trouble later on. We might be regarded as a school that didn't participate. You've got to think of promotion, haven't you, and how the school stands in the eyes of the LEA. I think the majority were happy enough. The thing is that it was rather vague so we didn't really know what we were letting ourselves in for and we still don't, I think."
>
> (Transcript B9, interview 1, p1).

The interesting thing is, however, that, although both the Head and the Head of Department say they were involved in the decision to undertake the project in the school, the negative implications of refusing to participate were so strong, that there appeared to be little real choice.

In terms of the mechanisms by which individuals respond to influence this represents 'compliance' with the request. Since they hardly seem to be at the level of 'direct consent' in the terms of Havelock and Huberman's analysis, it would seem necessary to insert an additional category of 'compliant consent' between their levels (c) and (d). It is also apparent from the evidence presented here that the level of participation in the project increases with status in the school heirarchy.

The importance of creating dialogue at all levels and across all levels in a heirarchy to build up a sense of participation in the project is obvious. This is necessary both inside the school and between the school and the 'outsiders', i.e. the LEA. It is also obvious that it is not

possible for everyone in the school to enter into dialogue on the needs, goals and strategies of the project. If Heads of Departments enter into such a dialogue and if this dialogue is communicated to the rest of the staff then the likelihood of a high level of participation should be greater. It must surely be possible to avoid the situation which prompted one member of staff with responsibility for a particular activity in the school to comment that, as (s)he did not usually attend Heads of Department meetings in the school and had learned little about the CRAG enquiry other than via the researcher or through brief contact with a Head of Department, (s)he went as a representative of the school to the meetings organised by the LEA feeling very unprepared:

> "We went along with our pads and our bits of paper. We didn't know which was wanted but we took it all to look good."
>
> (Transcript B3, p1).

Surely this is an amazingly co-operative attitude in the circumstances. Another member of the staff approached the researcher for a briefing about the enquiry in his own school as (s)he was going for an interview and wished to know

> "Something of the background."
>
> (B13, 005-018).

The differences in the levels of participation of the teachers and the Advisers and HMI was another thing that appeared to cause problems for some teachers in Phase 1, who found the spasmodic nature of the exercise difficult to cope with:

> "The thing I disliked most about the approach and all the rest of it was a lack of understanding that you have a certain group of people who are totally involved all the time, the Inspectorate and so on. They are totally involved in it. Then you have a group of people who are spasmodically involved. There's a complete gap between the two in terms of one group of people having to pick it up every six months or every nine months as it occurred to them."
>
> (G8, side 1, 051-057).

6. The Level of Consensus on the Programmes' Goals and Means

During the series of interviews conducted in the Phase 1 schools, of the 124 teachers who were asked, 65, i.e. just over 50%, indicated that they thought the exercise had been worthwhile. This however gives no indication of what it was they valued. In the prior discussion it was stated that consensus implies agreement on the objectives of a project and on the way it is being carried out. It follows that if the objectives are not clear to all concerned then a high level of consensus is unlikely to be achieved. This does not however imply that a high level of consensus is required for successful implementation. Indeed the opposite may be the case. It merely means that it is difficult to agree with something you are not clear about. Whether lack of clarity and hence a reduced level of consensus has a deleterious effect is a seperate question.

According to one member of HMI (HMI1, interview notes, p4) the aim of the enquiry was to get some who were not evaluating themselves to have a greater awareness of what they were doing. It was aimed at getting people to look at their own work and at involving some schools in the process. Schools had to examine what they were trying to do and decide whether what they were doing was worth doing. The schools were at the centre; the LEAs were seen as ancillaries to the process.

Another member of the Inspectorate, however, seemed to have different views on the aims of the enquiry:

> "We were told to engage with the 6 local authorities in testing the thinking in the CPG papers with schools in the authorities and to engage in curriculum enquiry, which would involve setting up a partnership with a certain number of schools and representatives of the local authority to monitor the curricular activities and developments in the schools over a period of two or three years."
> (HMI2, interview notes).

As far as the LEA was concerned though the exercise appeared to have a multiplicity of aims:

(a) "The most immediate thing was to see how far these ideas (in the Red Book) could be used in terms of the curriculum as it existed in schools. What was happening in the schools that fitted in to this kind of idea?"
(LEA3, side 1, 153-156).

(b) "To be part of the larger exercise in appraising and assessing the school curriculum. The things to be noted there were:

(i) Whether it was, in fact, a balanced curriculum.

(ii) Whether it was relevant to the present needs of pupils."
(LEA5, side 1, 143-153)

(c) "To help schools cope with the (comprehensive) reorganisation process over a period of years."
(Transcript LEA6, p 7).

With this multiplicity of aims emanating from members of both HMI and LEA, it was not very surprising that the schools in Phase 1 found it difficult to decipher, firstly, the aims and, secondly, the specific objectives of the project. The effect of this is illustrated by the following remarks:

"The aims and objectives were rather poorly explained and illustrated to us. There was an element of suspicion very early on that it was the stage one of an imposition of a fixed pattern of curriculum structure, which indeed it still could be. But that element of suspicion became apparent very early on and it wasn't clear whether we were doing something that was going to be useful, that was going to be involved in a final product, or were we just doing something that was going to produce a report that would gather dust ultimately."
(Transcript T22, p9).

The aims or purposes of the enquiry were variously interpreted by the staff during the interviews I conducted in the Phase 1 schools. The responses given were grouped into eight categories. The categories are listed together with the frequency of response in Table 4.7.

Table 4.7

Aims/Objectives of the Curriculum Reappraisal - Phase 1

Aims for Phase 1	Frequency*
1. Not clear	39
2. 'Inspection' / To check on standards or coverage of the curriculum	17
3. In-service education / To increase staff awareness of curriculum issues / To provide staff with information	12
4. To provide information for school based policy decisions / To examine or document the curriculum	53
5. To provide HMI or the LEA with information on which to base local or national policy decisions including formulation of a common core curriculum	81
6. To facilitate the exchange of information between schools, or between subject departments	4
7. To seek teachers' opinions on curriculum issues / To enable teachers to affect decisions on national curriculum issues e.g. examination syllabi	4
8. To make teachers more publically accountable	3

* Total number of respondents: 124

Almost 25% of the respondents said they were unclear about the aims for the project. This ultimately became a specific focus of criticism for 24 of the respondents, as is shown later.

Staff in the Phase 2 case study school were also asked to indicate in the fixed response questionnaire how precisely they thought the objectives of the project had been defined. The results are given in Table 4.8 which shows that, to most of them, the objectives do seem to have been defined without a very high degree of precision.

Table 4.8

Precision of Objectives - Phase 2

Precision of objectives	Frequency*
Very precisely	0
Fairly precisely	11
In general terms	18
Vaguely	4

* Number of respondents: 37

To aid comparison the result of the survey on the aims perceived for the project in the case study school are given here in Table 4.9 although they will be discussed later. It is interesting to note the shift in emphasis from local or national policy decision making in Phase 1 to school-based decision making in Phase 2.

Table 4.9

Aims/Objectives of CRAG - Phase 2

Aims for Phase 2	Frequency*
To check on standards or coverage of the curriculum	15
For in-service development of staff	6
To examine the curriculum and hence provide information for school-based policy decisions	26
To provide information for HMI or the LEA on which they may base local or national policy decisions	21
To make teachers more accountable for their practice	11

* Number of respondents: 37

A comparison of the aims for the enquiry given by the HMI or LEA advisers with those given by the teachers has shown the extent of the discrepancy

of their views, but it is difficult to compare effectively because of the multiplicity of the aims given by all groups. However, it may be noted that none of the advisory staff or HMI mentioned the collection of information, yet this appears to be one of the most frequent perceptions of the teachers.

7. The Formulation of Plans for Implementing the Programme

One of the most frequent criticisms of the project voiced by the teachers in the Phase 1 schools was the absence of a clear plan for the project. Twenty-eight respondents raised this specific issue at interview. They felt that as a result of this there could be no realistic estimate of the cost or anticipated benefits of the exercise. Confusion over who had responsibility for directing the project seems to have been the cause of some of the trouble. Members of the LEA (see above) were expecting a degree of central direction.

> "This affected us as much as it affected the schools. We were very vague about what it was they wanted, because we thought they wanted something, We were very unclear. I think we were very fortunate in this LEA in that, because we had an extremely good working relationship with the HMI who happened to be assigned to this authority, we were able to talk through the vagueness with them, and therefore between us set our own way of doing it The fact that we had one HMI very much LEA based and another not so very far away meant that we were able to meet often until we came to a decision that, if we were going to progress, we had to set our own strategy and pattern for doing it."
>
> (LEA3, side 1, 161-191).

Although the LEA aventually arrived at a procedural configuration which enabled them to implement the project, one adviser noted the resistance that seemed to build up as a result of the initial confusion:

"It was the vagueness of the whole routine. It was clear to me that they (the HMI) were under pressure to do something, but had not really had time to clarify what they wanted to do or how to do it. This LEA was clearly the kind of authority that would be sympathetic to HMIs coming with that kind of message, and I can remember the Senior Inspector was very vague about the time span, just what was being asked of individual schools and what kind of additional work-load ..., regardless of any methodology actually to be employed. I don't think I was alone in feeling that we as an authority, certainly in looking at the schools, ought not to rush into this until things were a lot firmer."

(LEA4, side 1, 078-106).

Confusion in the LEA naturally permeated through to the schools in Phase 1. One Deputy Head involved in Phase 1 of the exercise was very critical of this aspect of the exercise:

"At no time as far as I'm aware has it been clearly stated about what they were actually trying to do. That was my biggest criticism of it."

(G8, 033-036).

Another noted the effect this had at an early meeting in the school:

"I think it got off on the worst possible footing. I know its a difficult task, but I honestly felt that they (the LEA and HMI) didn't know what they wanted either. They said to me since that they were so frightened of treading on peoples' toes and perhaps putting forward concrete ideas of saying we would like you to do this and they wanted to leave it so open-ended that in fact, in my view, nothing happened at all. I think it was a disastrous first meeting. I was cynical about it as a result."

(T20, 015-030).

Yet another remarked:

"I personally found it frustrating to discover there was no national agreement on the way we were conducting the exercise. I found that disconcerting. I think the actual explanations given by the HMI whose group I attended were less than clear. That I found unrewarding, to come out feeling more confused on occasions than I went in."

(Transcript T19, p4).

In the case study school in Phase 2, although every HOD said at the outset of the exercise that they thought that the exercise would be worthwhile, they did not seem to be any clearer than the Phase 1 teachers about what was entailed or what benefits the exercise might bring them:

> "I was rather confused generally. I was told about this big thing we were going to do on the curriculum and we kept hearing little bits about what we were going to do. It all seemed rather confusing because a lot of it went right over my head to start with. I thought it would probably clear as we got into it. I don't think unless you are doing it you know what to ask."
>
> (B2, 007-019).

When asked how he had found the introduction of the project to the school, another HOD replied:

> "Well, I haven't got any specific criticisms of the way it was introduced, but .... analysing my thoughts on it, I find that I possibly have rather a poor idea of what to expect next. I don't really know what's going to be expected of me."
>
> (B13, 024-031).

and a third said:

> "I think we've been involved in the decision-making as to whether we should take part, but as to knowing quite what we're letting ourselves in for I don't think I do, but .... I think it's been discussed enough."
>
> (B10, 007-020).

The willingness to go along with the project in spite of little knowledge of what it entailed was endorsed by a fourth HOD, who commented:

> "I didn't understand and didn't know, and still don't really know yet, not having started it yet."
>
> (B4, 100-014).

It is possible to attribute the fact that the teachers in the case study school seemed relatively untroubled by their lack of knowledge of the

project to assumptions they were making about its procedural structure. It seemed that the Phase 1 teachers not only felt that they did not know what was expected of them, but they suspected that neither did the LEA advisers or HMI. The project structure was not at that stage well defined. By Phase 2, however, there had been time to develop a structure, and although the teachers may have had little knowledge of it, they did not seem to doubt its actual existence as the Phase 1 teachers had done. The foundations were therefore more secure.

4A Summary

The following items represent a summary of observations made and the opinions expressed by those involved in the project.

1. The activities of the project followed a complex and slow moving pattern.
2. The period of the activities recorded in this thesis represent a small but significant part of the total pattern of activity.
3. The scale of the project was very large both on account of the number of people involved and also because initial aspirations were so high, although these gradually diminished as the programme was enacted. The change in thinking required of the teachers in Phase 2 was less than that required in Phase 1.
4. Implementation of the programme was extremely rapid in Phase 1. This created heavy demands on the infrastructure which in turn was partly responsible for the early demands for central direction.
5. The HMI conception of their roles as equal partners in the enquiry did not appear to be one held by the members of the LEA advisory service or by the teachers in the schools.
6. The thinking behind the project appeared principally to depend on the existing expertise of HMI and members of the LEA advisory service. There was almost no input from other sources.
7. The LEA advisers' conception of their roles as equal partners with the schools in the enquiry did not appear to be one held by the teachers in the schools.
8. It seems that teachers in the schools felt obliged to participate in the project because of the role or position they held in the educational system.
9. Although for most teachers the tasks required only a moderate amount of time to complete, teachers found it very difficult to find the

amount of suitable time required. LEA advisers had to find any extra time they needed for the exercise by adjustment of their existing work load, whereas HMI were allocated a certain amount of time for the exercise.

10. There were many criticisms of the lack of support and help offered to the teachers in the Phase 1 schools. Little LEA advisory support and help was given to the teachers in the case study school other than through co-operation over the In-House conference.
11. More copies of background literature appeared to have been needed.
12. The LEA circular setting out the tasks of reappraisal was clear and comprehensible, but more detailed instructions appeared to have been needed.
13. The project came to rely heavily on a small number of people in the LEA and in the Inspectorate.
14. The number of meetings held by the individual subject departments for the project varied considerably.
15. Approximately 70% of staff in the case study school were involved in drafting some or part of their departmental submission.
16. The level of participation of the teachers varied with status in the school heirarchy.
17. There was a multiplicity of aims and objectives for the project and a discrepancy between the aims or purposes of the project as perceived by the various groups involved.
18. Plans for the project were not clearly formulated at the outset, nor was a pilot study undertaken.
19. The fact that people lacked knowledge of the procedural structure of the project did cause resentment and frustration for the teachers in

Phase 1, but by the time the project reached Phase 2 this did not appear to be for them a major source of concern, possibly because a number of teachers in the school were familiar with the framework and background ideas of the project before it was introduced to them.

4B. The Reappraisal Procedure

In Chapter III, Theoretical Methods (Page 84), the reappraisal procedure was separated into three chronological stages, and models were drawn to illustrate the processes involved at each stage (pages 86, 87). The three stages which were identified were:

1. The Specification of Aims and Objectives
2. Policy Decision-making
3. The Building of Solutions

These are now considered in turn in the pages that follow. For each stage evidence is presented on those factors which it was thought might be significant in affecting their progress.

4B.1 Model 1: The Specification of Aims and Objectives

a) The specification of the need for curriculum reappraisal

The origins of the reappraisal exercise have already been traced and documented in Chapter I. An examination of the evidence presented there confirms that the reasons for undertaking the project seem to have been articulated in the main by senior personnel principally members of H.M. Inspectorate. There appears to have been little or no contribution in the early stages from the teachers, although they in the long term were eventually to become the principal 'users' of the project materials. Within the area LEA one member of the advisory service explained to me his views on the reasons behind the HMI initiative:

> "The context of all this was the so-called Great Debate... It started very much from the Inspectorate's response to the questions that arose during the debate - I think it is important to remember that some pretty nasty things were said about education, particularly in the name of employers at that stage - and a growing concern that educationalists didn't really know what was being effected in the name

> of curriculum in the schools. There was a very significant timing about this. It wasn't coincidental that the areas of experience approach and the 11-16 Red Book and the process of reviewing the curriculum all occurred within that context. The establishment needed a prod in that direction. The Great Debate posed certain questions to which a response was necessary..... The Department had its share of pressure, particularly from ministers who wanted to know what went on in schools. Also circular 14/77 had been sent round at the time asking certain questions of LEAs..... Here was a government Department pressured into taking a much more active interest."
>
> (LEA4 , side 1, 004-055).

Although there would appear to be some misconceptions in this comment about the timing of governmental and HMI initiatives, the interpretation offered seems to fit well with inferences drawn from the historical evidence cited earlier. It highlights the dissatisfactions expressed at the time from both employers and politicians, although there is no indication of why the politicians were at that time exerting quite so much pressure. It is possible that they saw educational issues as a means of catching votes. Could they bring the critics into the Labour Camp by supporting their attitude towards the schools? Or was this a red-herring designed to turn attention away from the worsening economic climate? These questions are not easy to answer and are unlikely to be found within this enquiry. Maybe both had a part to play.

At the local level a note outlining the Draft Programme, produced by the area LEA, was published in February 1977 (LEA, 1977). An accompanying leaflet traced the initiative back to the dearth of organisational models for secondary schools and to inconsistency between schools on curricular content. Attention was drawn particularly to the problems this created for a mobile work force. Although this leaflet was available to teachers in the Phase 1 schools in the area LEA, only a few mentioned substantive

issues such as these when asked later about their opinions on the origins of the exercise. Most focussed on the more political aspects, for example:

> "I really felt that it had come through the Ruskin College speech, that basically it was political..... One reason for undertaking it (the CRAG exercise) was because of the disparity in what we might call general basic education on a geographical basis..... the movement of population for employment purposes... Often, if they were at examination level, the children faced difficulties. As the exercise developed the idea of trying to establish precisely what we were teaching seemed to diminish ..... but perhaps I didn't see it correctly....
>
> ..... about that time it was about the Great Debate, and it was concern about literacy and it was often Bullock and that sort of thing. Perhaps there was a bit of a panic going on in the DES that we ought to have written something about what's going on."
> (Transcript T22, p 1).

By the time the Phase 2 schools became involved however, these concerns seem to have become less pressing, although others had risen to take their place. The Staff Inspector responsible for the national enquiry was quite specific. Falling rolls, he said, and the severity of the recession had forced schools into a situation where they had to think what they were doing. He felt that amongst Ministers the drive was, at that stage, on 'national needs'. He was in no doubt that the school system was too complicated. It had, in his words, grown 'like Topsy' and was not therefore meeting what were seen as the 'national needs'. Frameworks for the curriculum had been written and would, he knew, be addressed to LEAs giving the Ministerial view. They would say that the Department was not satisfied and that change was expected (HMI 1, Interview notes, 1/10/80, pages 6, 7).

Within the area LEA in the Phase 2 case study school the same theme was emphasised at the meeting convened to introduce the reappraisal procedures

to the HODs. At this meeting the teachers were also told that they might benefit from the opportunity to exert their influence on curriculum matters through participation in the project (DES 1980a, Notes of meeting (LEA/HMI/HODs), Case Study School, 12th June, 1980, pp 1.2). Such statements seemed to compound the early confusion. The teachers were uncertain whether they were being asked to change or to justify their existing practices. They were uncertain whether they were being asked to propose changes and if so where the resources and infrastructure was to come from to back up their proposals. If the teachers were to be able to make their voice heard on government publications such as 'A Framework for the Curriculum', as had been suggested by what means, they asked, was this to be achieved.

Later in Phase 2 of the reappraisal at the HODs meeting held in a local teachers' Centre, HMI raised yet another issue, the need to establish agreed criteria for a common examination system at 16+, again suggesting that CRAG provided the means whereby the 'voice of the classroom' might be heard (Notes of meeting of HODs, LEA teachers' centre, 2nd July 1980, p 1). Furthermore at the end of this meeting a representative of the area LEA announced that it was now accepted that the reappraisal procedure provided the means whereby the authority could fulfil its obligations to respond to circular 14/77 (DES, 1979b). The reappraisal procedure had undoubtedly by then become a means of collecting information and an administrative convenience for the LEA. The aims attributed to the project were multiplying and shifting in emphasis. The political origins of the second phase of the exercise were the subject of speculation for a member of the area LEA advisory service:

> "I think the Director is introducing it for political reasons, that there is going to be pressure for accountability and assessment from Members (of the Education Committee).

> This seems to be a nice way of saying we are doing it already. It's a 'fending off' exercise. I think that more than the value that will come from the exercise itself."
>
> (LEA 2 , side 2, 100-120)

In the Phase 2 case study school the Head also raised the question of accountability:

> "I see it basically as going back to the idea that schools, because they are becoming increasingly accountable, must be increasingly self-critical or at least aware of what they are doing and I don't think we have been in the past. I think there's been too much "Well, we've always done it this way haven't we?" and that is not good enough. We're in an era of public accountability. We're in an era of diminishing resources. We're in an era where the world is changing very rapidly indeed and if we sit back and carry on as we have always done, we may find ourselves selling the pupils short."
>
> (BO, side 1, 088-094)

To see how the origins of the exercise were conceived by teachers who entered the reappraisal project in Phase 2, the teachers in the case study school were asked in the fixed response questionnaire to indicate who they thought had initiated the project and who was instrumental in defining the reasons for undertaking it. Several possible agencies were listed for the teachers to choose from. Their responses to the questions are given in the following tables.

Table 4.10 Questionnaire Responses, Case Study School

Q. From what persons or groups do you believe the CRAG project came initially?

Person/Group	Frequency
Universities	0
Colleges of Education	1
The Department of Education & Science	13
Politicians	4
HMI	8
The Local Education Authority	15
The Examination Boards	0
The Schools' Council	4
Schools	0

Multiple responses accepted. Total number of respondents = 36

Table 4.11 Questionnaire Responses, Case Study School

Q. How strongly in your opinion was the need for the project felt by different groups?

Group/Person	Frequency of response to score					Mean Score
	5	4	3	2	1	
HMI	21	12	0	0	0	4.6
LEA advisers	17	13	1	0	0	4.5
The Head	8	23	2	0	0	4.2
The Teachers	0	14	12	6	2	3.1

Scores: 5 : to a great extent
4 : to some extent
3 : to a minor extent
2 : not at all
1 : disputed by

Table 4.12

Questionnaire Responses - Case Study School.

Q. To what extent in your opinion did the following groups or persons clearly define why the project was needed and which issues they hoped it would resolve?

Group/Person	Frequency of Response to Score				Mean Score
	4	3	2	1	
HMI	7	12	2	10	2.5
LEA Advisers	6	4	3	5	2.8
The Head	2	20	7	1	2.8
The Teachers	1	4	12	13	1.8
The Senior Management Team	1	19	6	4	2.6
The CRAG Co-ordinator in the School	14	4	4	1	3.2

Scores: 4 : to a great extent
3 : to some extent
2 : to a minor extent
1 : not at all

The responses would seem to indicate that the majority of teachers were of the opinion that the need for the project was felt principally by HMI and LEA advisers, to a lesser extent by the Head of the school and least by the teachers themselves. Most of the teachers also appeared to think that the project had been initiated either by the LEA or the DES. They all knew it had not been initiated by teachers. The external origins of the project would thus seem to have been quite clear. What appears to have

been less clear is the extent to which any agent was able to provide information for the teachers on why the project was needed and what its aims or goals were. Certainly the teachers do not seem to have seen themselves as instrumental in defining reasons for undertaking the project. Maybe the reasons were too complex to put over easily or maybe no one group put enough effort into trying to explain them to the teachers. Whatever the cause no one source of information was picked out as being significantly better than any other in this context.

The need for the project thus appeared to be strongly felt but was complex. There were, certainly, expressions of dissatisfaction - with examination systems, with the complexity of the school system and with complacency. These issues were mostly a matter of national rather than local concern. The questionnaire responses do not suggest however that much effective consultation took place between the members of the groups involved in order to clarify precisely which, if any, of these issues the project could hope to resolve. Since this last conclusion is here inferred only from the quantitative data, further evidence on this point is now examined to see if it can be substantiated.

Two briefing meetings were observed in the Phase 2 case study school before the actual process of reappraisal began. Both were held in June, 1980. The area LEA adviser with administrative responsibility for the project was the principal speaker at both meetings, which were attended by the Heads of Departments, the senior members of staff and the school librarian. The first of these meetings was used to inform those present about the reappraisal exercise, the second to answer questions from the floor.

In the first meeting the issues raised were:

(i) National concern over the quality of the curriculum giving rise to

(a) HMI initiatives resulting in the writing of the Red Book, the National Curriculum Project and the Secondary Survey;

(b) political initiatives resulting in the Ruskin College Speech, the Great Debate and the Framework for the Curriculum;

(c) the response of HMI to the 'Framework', viz: 'A view of the Curriculum';

(d) Government initiatives on a second 'Framework' document.

(ii) Conflicting demands on the curriculum arising from the needs of pupils, the needs of employers and the influence of parents.

(iii) Benefits which might be gained from participation in the project. These were numerous and included the following:

a) teachers' views would be able to be heard through involvement in the project;

b) since everyone in the school would be doing the reappraisal at the same time, there would be simultaneous rather than piecemeal review;

c) it would be possible to add the dimension of the total curriculum to departmental deliberations;

d) members of a department would be able to talk through the curriculum together;

e) probationary staff would be able to learn from experienced staff;

f) staff would be able to establish the unique qualities of a subject and observe the differences between subjects;

g) the use of a common language which would lead to common knowledge;

(iv) A discussion of the proposed method of analysis in terms of:

(a) skills - the distinction between those taught and those assumed;

(b) attitudes - the distinction between those taught and those expected or assumed;

(c) methods - an assessment of variety;

(d) assessment - constraints imposed by external examinations
- subjective and objective assessment
- information needed for parents/employers.

(v) Practical difficulties anticipated for participants because of:

(a) large departments;

(b) the 'single-person' department;

(c) the lack of a suitable framework for subjects without a 'body' of knowledge.

The second meeting held, as the first had been, after school was attended also by the area LEA phase adviser to the school and a member of the District branch of HM Inspectorate. In this meeting questions from the staff focussed on such issues as:

(i) Pressures on the curriculum to adapt to unemployment, changes in technology, falling rolls, changes in society, changes in pupil teacher ratio and parental demands for qualifications; the constraints these imposed on the school curriculum;

(ii) External decisions over which the school felt it had no control, such as comprehensive reorganisation and examinations;

(iii) How to handle, within the reappraisal, the distinction between existing practice within the school and what people would like to happen;

(iv) The means for evaluation of curricular aims, i.e. criteria for establishing what a 'good' aim is;

(v) Clarification of the reappraisal procedures.

At this meeting a number of decisions were announced. It was proposed by one of the Deputy Heads, who by then had assumed responsibility for organising the reappraisal programme in the school, that the teaching staff should undertake the curriculum analysis according to the LEA circular omitting for the time being the item on pupil assessment. This analysis would be undertaken for years 1 - 3 in the school only and returns, on one side of A4, were to be completed by the end of the Summer Term, i.e. four weeks from the date of the meeting.

At no time in either of these meetings were goals which teachers might wish to achieve through the project either mentioned or discussed, nor were any needs specific to the school synthesised from the discussion of general concern over the quality of the curriculum. The ancilliary benefits which the teachers might gain were carefully considered, but, again, none of these was related to needs or goals in curriculum terms. Furthermore, as only Heads of Department and senior members of staff attended those meetings, two thirds of the staff had no briefing by or discussion with HMI or advisory staff at all.

The needs of the school vis-a-vis the aims of the project may well have been discussed by senior members of staff among themselves or with area LEA representatives. Of that there is no record. There may also have been informal discussions between members of staff at all levels. What remains is the fact that there was apparently very little dialogue or consultation in the early stages over the need for, or goals of, the project between

the 'users', i.e. the teachers, and the co-ordinators of the project. It could of course be argued that to invite such a discussion or to engage in such negotiation could have been counter-productive. Once the decision had been made that the school should participate the staff might as well just 'get on with the job'. But if, as has been postulated earlier, the effectiveness of the intervention were to depend on the extent of consensus on the value of the reappraisal programme and if the level of consensus itself were to depend, as Fullan (1972) suggests (see p97, Chapter I), on, among other factors, the negotiation of values, goals and the reasons why the project is required, then neglect of this is likely to create problems.

If the need for the project and its aims were thought by all groups concerned however to be essentially the same or very similar, then presumably negotiation would have been unnecessary. Statements of the various groups were therefore examined to see if this was indeed the case. Three documents by HMI were made available to teachers in the case study school, namely the 'Red Book', Curriculum 11-16 (DES, 1977a), 'Aspects of Secondary Education in England' (DES, 1979a) and 'A View of the Curriculum' (DES, 1980b).

As there was no other contact between HMI and many of the teachers during the period of the case study these were the only sources from which HMI perceptions could be easily derived. The contents of these papers have already been discussed (pages 18, 24, 25). All draw attention to the problems of establishing balance, breadth and coherence within the curriculum and the need to reconcile the development of basic skills with the demands of society, of employers and of parents.

Little comment of a substantive nature on the whole curriculum issues appears, in contrast, to have been documented by the LEA, although at various meetings the views of HMI were reiterated and publically supported by members of the advisory service (HODs meetings, area Teachers' Centre). The first procedural document (LEA, 1980) sent by the LEA to the Phase 2 case study school gave the goal of the project as:

> "To give teachers a general perspective of what is involved in the total curriculum and to (enable them to) identify for themselves and other colleagues how their subject contributes to that total."

The project, it said,

> "Is a means whereby the school can analyse the formal curriculum it offers, assess the demands made on pupils and identify their needs."

Thus the LEA appeared to focus on the means rather than the ends of the process. This makes it very difficult to compare or contrast the views of HMI and members of the area LEA on curriculum issues.

To discover what need the teachers felt for reappraisal, all of the Heads of Department of the Phase 2 case study school were interviewed to ascertain what it was they hoped to achieve from the exercise. A broad sample of their views is displayed below for subsequent analysis and comparison:

(a) "I would hope to be able to find out where I'm going wrong with the things I'm teaching, to clarify my own thoughts about certain areas of the curriculum, with the advantage that I'd clarify my own reasons for teaching things. And also I would like to be able to clarify what I'm doing to other people, because I think, with my subject, there's an awful lot of confusion in other peoples' minds, a lot of things they don't know about that go on... I think there's an awful lot of overlap that we could get ..... between subjects and perhaps help each other and ..... make things less confusing for the children, when they've been taught the same things in three different ways."

(B2, 048-065)

(b) "I feel very strongly that we've got to ... at the end of this two years, have some sort of document which is a working document of some use to us..... to get the members of my department to realise that at the end we should have a working document and we should in fact be more cohesive than we are now ..... It's no good... getting people thinking they can teach independantly. There are things that have got to be got across and if they are not got across roughly at the same time in certain years, then it's a waste of time".

(B1, 025-047)

(c) "... to give an overall view of what is actually going on in the schools - and I sometimes wonder if people at the top do actually know what is going on in the schools. ....The DES - I don't know how close to reality they are. Do they really understand what happens in a school and the problems that are involved? They are so divorced from it and perhaps most of them have not been teachers..... I think if we can get it through to them it would help an awful lot. Occasionally you get things coming down, circulated back down: "You must not do this because....". I don't think we've ever had anything to say that 'this'.... must be taught, but they do put limitations, and I don't think they've been thought about really, in the school situation.
(I'd like to see) a better understanding of what happens and why things happen in schools..... to see whether the curriculum approach can be improved. I suppose if you look back overall.... the curriculum has changed very little since the establishment of the first grammar schools".

(B3, 133-157)

(d) "(I'd like to see) a clarification of ideas as to our aims in each of our subjects, so that we're not just teaching facts for the sake of fact, but with a view to helping the children develop skills; I'd like to see that at grass roots level. Then I'd like to see an overall policy for the school so that children aren't being bombarded with the same type of teaching the whole time and that they do use different skills, they do do things in different ways, there is variety for them. And much more linking up between departments.... we are very departmentalised, aren't we?..... Not just in this school - all schools have this thing - this unit they work in ".

(B4, 100-118)

(e) "I think I'd like to see some basic ground rules emerge. By that I mean basic information, or consensus about the curriculum and what schools are doing."

(B6, 026-029)

(f) "The thing I want to get involved with is meeting people from other schools with similar problems.... I think there needs to be some documented evidence of some sort..... that the whole school could know about. We work in so many little pockets at the moment. I would like everybody in the school to know exactly what goes on in the place. Then you've got an overall picture. That should help at the admin. level in planning anyway and I think also that when you get an overall picture you tend to look if you want to make changes in various parts of the timetable for instance. If you know the reasons why from the whole picture you're more likely to be, shall we say, co-operative, particularly if it has an adverse effect on you or your particular department or area."

(B9, 041-074)

(g) "I'd like to feel there was more discussion and understanding across the curriculum. I think at the moment we are .... not isolated, but we do work within our own departments and if we do cross the boundaries ... it's as individuals .... and more in the way of study skills, although we are developing this ... but not a great deal goes on across boundaries."

(B11, 080-089)

(h) "You can make all sorts of new sounds about how we've got to justify the curriculum, which it certainly needs in this area .... bringing up children to be truly educated. I suppose it's cohesion really, the idea that the whole school's got a purpose, a justification for what it's doing."

(B12, 119-123)

Examination of the above eight quotations (a - h) suggests that what the Heads of Department are hoping for includes:

(i) (self)-evaluation of teaching performance: (a),

(ii) a justification of present practice to

themselves: (a),

other teachers/departments: (a),

the community at large: (h),

(iii) consensus and consistency of approach on content/methodology
between staff in a department (b),
between departments (a),

(iv) a documented plan for the courses in the Departments (b),

(v) understanding by 'outsiders' of the rationale and constraints
of the school situation (c),

(vi) variety in teaching methodology (d),

(vii) the establishment of agreed criteria for the curriculum (e),

(viii) agreement on aims for the whole school (h),

(ix) the sharing of information between departments (a, d, g),
between schools (f),
on which school policy decisions are based (f).

A comparison of these aspirations with the needs of secondary education, distilled from the 'Red Book' and the propositions given in 'A view of the curriculum' shows that there is considerable common ground on the need for a common framework, on the establishment of agreed criteris for the curriculum and for the contrast and comparison of the role and functioning of the different departments. The goal articulated in the LEA circular, i.e. to give teachers a general perspective of what is involved in the total curriculum, is also consistent with item (ix) from the teachers on the sharing of information. The lack of overlap on the other matters raised by both sides indicates the extent to which discrepancy existed between the various groups involved at the start of the exercise in the school. Admittedly neither the HMI Red Book nor the view of the curriculum had been written for use in the project, but both were supplied to the school as part of that project. Neither was extensively debated or, as Table 4.3 suggests, even read. The conclusion must be that the needs for the project and the goals of the project were externally generated

and took little account officially of the specific needs of those in the particular school situation. Whilst HMI naturally focused on issues which arose in the main from the way the educational system as a whole operated in this country, the LEA centred on what was essentially in-service education for its teaching staff and the teachers themselves focused on the problems they encountered in their school. All of these 'needs' undoubtedly deserved attention and all were the proper concerns of their authors. But to which did the project address itself?

The state of confusion over the aims and purposes of the project seems to have changed little with time. The teachers in the Phase 2 case study school seemed to be little better informed on the origins of the exercise and the reasons for undertaking it than Phase 1 teachers had been. The level of consultation on the need for the project and the issues it was hoped it would resolve seemed to have been minimal. These observations were reported back to the teachers via a case study document (NWEMC, 1980) which I wrote whilst working at NWEMC and a number of staff were later asked to comment on them. Their comments substantiated the low level of consultation, but surprisingly few said they were in favour of a more extended dialogue. As one Deputy Head put it :

> "The quality of discussion was more important than the quantity. Every member of staff was aware of what was going on. The Heads of Department met a lot. The policy was deliberate."
>
> (Review Transcript).

Another confirmed this approach:

> "It was the appropriate way. With more dialogue we might have restricted it and that would have been a pity."
>
> (Review transcript).

The Head also supported this view, but for different reasons:

> "The needs of the school will surely emerge from the documents produced. It is difficult to gain

a true assessment of the needs until you start talking."

(Review transcript).

Negotiation may hardly have been a term which was therefore appropriate in this situation. The members of the LEA and HM Inspectorate had the basic information and facts of the reappraisal procedure. The teachers did not. Facts such as these are transmitted by consultation, rather than by negotiation. As one teacher put it:

"Due to the ignorance of the staff it was felt that the lead should come from people who knew more about it."

And as yet another member of staff observed:

"Many didn't know what was going on and had to wait and see. A lot of people wouldn't have wanted to do it if they'd known the amount of work....."

(Review transcripts)

The case for extended consultations or negotiations at the early stages is therefore brought into question. Undoubtedly there was relatively little of either. This may or may not have acted as a disincentive. There was however a range of responses to this situation and the level of commitment varying from complete co-operation to frustration and even irritation (see later) over it.

Certainly there were staff who referred openly to the project as "rubbish", and those who expressed astonishment at the idea that they might themselves benefit from participation (Case Diary notes) but there were also many others who spoke of the benefits both they and the school had gained. Levels of commitment and consensus are explored in the following section of this chapter alongside an analysis of the benefits which teachers eventually reported gaining from their participation in the process of reappraisal.

b) The specification of criteria for curriculum reappraisal

Following the specification of needs and issues to be resolved, the model for the specification of aims and objectives has a second step, the specification of criteria by which it may be judged whether the specified needs have been met and/or issues resolved.

HMI provided some such criteria in the first section of the 'Red Book'. Not only were the needs for the project articulated there but some criteria were also established by which it might be judged whether or not they have been met. The criteria included the extent of the quality of opportunity available to girls and the adequacy of the provision for the gifted, for the least able, and for ethnic minority groups. They also included the extent to which intentions and learning objectives are realised and to which a balanced and coherent programme is achieved for each pupil. Balance here was judged quantitatively by the contribution of the curriculum to each of the eight areas of experience. Also mentioned was the criterion of consistency, of how far it was possible to develop, by common agreement within the subject disciplines, programmes which were consistent between schools.

The only criteria offered by the LEA, in contrast, in any document was the extent of balance within the curriculum as measured by the subject contribution to each of the eight areas of experience. Although the questionnaires (or instruments of reappraisal) sent to the schools in the Phase 1 by the area LEA asked for an assessment of the schools' contributions to pupils' understanding of society, of the world of work and of personal relationships, no criteria for assessment of a school's contributions was offered. Indeed it was subsequently learned that the schools had been expected to assess and evaluate their responses to these questionnaires themselves.

The teachers' opinions on criteria in this context are not readily accessible as none were formally asked for. Some teachers discussed this problem with the researcher and some of the quotes from the teachers in the case study school imply that a set of criteria could be developed. For example, in quotation (a) the extent to which information on common content is shared between departments could serve as a criterion. In quotation (b) it could be the extent to which a common programme of instruction is established and adhered to by the teachers in the department. However there is no evidence to suggest that these were discussed as such between the membems of the groups involved in the project.

(c) Examination of existing practices of curriculum reappraisal

The third step in the model for the procedure for specifying aims and objectives is the examination of practice. For this step the project relied on teachers from individual schools to bring information on their present curricular evaluation practices to the attention of both the project co-ordinators and also the other schools via HOD meetings in the area LEA.

In Phase 1 little account was taken of the differences in practice between the schools. Every participating school received exactly the same set of proformae from the area LEA and was asked to return these when complete by a given deadline. The procedure in Phase 2 was more flexible, partly because some of the schools had knowledge of and access to some of the project materials and had started to institute curriculum evaluation procedures of their own. One Phase 2 school had, for example, formed a Curriculum Committee, whose members represented all the various departments and levels of status of teachers in the school. The functioning of this committee was described in some detail at a meeting of Phase 2 project co-ordinators in the area LEA. Schools like this which had already

developed procedures for curriculum reappraisal were expected to adapt the project materials themselves to fit in with their existing practices. Inevitably there were some difficulties and misunderstandings. Members of the LEA, having been told that one Phase 2 school has already undertaken an analysis of the aims and onjectives of its own curriculum, simply did not send that school the review papers relating to that part of the exercise. The teachers in the school were most incensed to find they had been 'left out' and the school's project co-ordinator expressed this opinion forcibly at one of the subsequent project meetings (Project Co-ordinators meeting, Area LEA Teachers' Centre). In the case study school many of the staff had already written schemes of work using the framework given in the reappraisal exercise. The effect of this is seen in the following quotation:

> "The problem is that the Deputy Head put us in this position a couple of years ago... He wanted schemes of work and whatever. So we did quite a lot a couple of years ago and I'm wondering about a reaction amongst the staff. I know it's a reappraisal but they may wonder whether we are reappraising things a little too quickly."
>
> (B11, 019-024)

d) Definition of specific goals for curriculum reappraisal

When the steps outlined in model A have all been completed, a set of agreed specific goals should in theory emerge. As shown earlier, the lack of a clear understanding of the project objectives was one of the criticisms made by many of the teachers in Phase 1. Responses to the fixed response questionnaire used in the case study school also indicated that to many of the teachers in Phase 2 the objectives for the project were still only defined in general terms. Responses on a question relating to the purpose of the enquiry showed a considerable spread but did not differ significantly. It may be reasonable to assume therefore that there was still some confusion over what were the actual objectives the project was intended to achieve. There is a distinction which must be carefully drawn here between the needs which the groups involved perceived and the

actual goals of the project. A project might hope to service all, none, or some of the needs which have been articulated. The choice of goals should depend on their agreed priority. The extent of the confusion in the case study school is shown in the following extracts:

> "That's another aspect I'm not sure about actually, either. I mean I know that last night a great deal was made of the fact that we were all doing it together and that we should all have done it before in little .... courses here and courses there, etc.... We should all have done a little bit of curriculum work. The fact that we're doing it together.... I honestly feel that while it's been put across very strongly as being important, I wonder whether it will be or not. Whether the fact that the ---- department has assessed its curriculum and maybe altered things, does that really make any difference to the English Department or the Geography Department? Will it really mean that subject areas will be broken down? Or is there at the end of all this going to be a master idea sheet come out that we all can look through."
>
> (B1, 073-082)

> "Well, I suppose it is to set people thinking about what they are teaching and why in general. I don't know enough about the political aspect of it. Do we want, are we aiming, to get a curriculum across the whole country that links up schools so that if children move from one area to another they would be taught the same things? I don't know."
>
> (B4, 128-136).

Sometimes objectives were stated by the teachers in global rather than specific terms, as in the following:

> "To make the teaching within a school a much more cohesive exercise than it is at the moment, where it seems to be a random activity of a certain number of individuals, teaching their subjects in any one of many different ways."
>
> (B7, 030-041).

The open-ended nature of the project, the fact that to offer prescriptive advice on the curriculum as such was never intended and the notion that the purpose of the exercise was not an actual outcome but rather the undertaking of a process was discussed by one of the area LEA advisers involved in the first phase of the exercise:

"The great value, although it was time-wasting and it took a long time to get somewhere, working out the instruments and so on, ... there was a great value in that process. I think it helped enormously for the Heads of Department to see that there wasn't a set answer, there wasn't a set way even of tackling the thing. I'm a little fearful that nationally schools will tend to look for frameworks, fairly rigid ones, and say, "Right, this is what we do; we do it in these steps and in this sequence", and we are arriving at a semi-prescribed answer. It won't be open-ended enough, as the original. The original one, if it had a fault, was too open-ended. I think the fear now may be that we may structure ..... Something may be structured which avoids that but becomes too 'funnelling' in the final result."

(LEA 2 , 184-209)

When these observations on the confusion over the aims and objectives of the project were taken back to the teachers in the case study school the following comments were received:

"I don't feel the project needed to have explicit aims - to get people talking about the curriculum was enough."

"Various HODs, after the meetings, seemed generally confused as to what they are doing. Many subjects are doing their own thing. The schools involved in Phase 2 seem to be at different stages, causing confusion."

"Not being given specific goals did not matter. Specific goals might have been too narrow and rigid. The particular school context should be allowed to influence the goals."

"I wish the aims were more clearly understood. They may meet our aspirations, but only if we go our own way."

(Review Transcripts)

Flexibility seems to be valued by these respondents and the general lack of clarity and the multiplicity of aims and objectives seems to have been felt, at least by some, to have been an advantage and to have allowed the school to adapt the procedures to their own requirements. At the same time, some of the staff pointed out that this made it impossible to compare

the work of all the schools involved. There were advantages and disadvantages in such a flexible approach. Indeed it may be argued that HMI and the LEA intended the approach to be flexible and therefore a clear definition of aims and objectives would have been appropriate. In this case the lack of clarity could have been intentional.

4B.2 Model 2: Policy Decision Making

a) Establishment of the priority of goals for curriculum reappraisal

Confusion over the goals for the project and lack of negotiation over the need for the project left the Phase 2 schools in a situation in which they were able to decide unilaterally on the focus of the exercise in their schools. Also, although the same project material was introduced to all seven schools in the second phase, the schools were encouraged to adapt the materials and the methodology to their own needs (Notes of meeting, Case Study School, June 12th, 1980). The decisions which were taken in the various schools are reflected in their reports back to the area LEA Steering Committee on April 23rd, 1980 (LEA, CRAG Steering Committee Minutes), i.e. before the exercise had formally begun in the case study school. Briefly these reports were:

School 1:	Undertaking examination of years 1 - 3 (aims, objectives, skills, concepts and attitudes). Examination of assessment to be undertaken later.
School 2:	A curriculum committee had been set up in the two years previously and had examined aims and objectives across the curriculum. Examining skill, concepts and attitudes in year 3.
School 3:	Examining aims and objectives for years 1 - 3.
School 4:	Participation in the project had not been confirmed.
School 5:	Examining aims and objectives for years 2 - 5.
School 6: (The Case Study School)	Examining years 1 - 3, primary school links, option systems.
School 7:	Just starting on examination of years 1 - 5.

It is obvious from these reports that the schools were not all in phase and that there were differences between them in the areas of the curriculum they had chosen to study. The implications of this situation will be discussed later, but what is noticeable is that the case study school had introduced extra topics. The reason why one of these had been chosen became clearer at a meeting (notes of HOD meeting, Case Study School, 2nd Sept. 1980) of Heads of Department in the school. This meeting had been called to discuss, among other things, the arrangements for the In-House Conference to be held later in the term. At the meeting the Head drew attention to the statement expected shortly from the Education Committee on plans for increasing the pupil-teacher ratio in the county. The school had been reorganised three years ago. It was originally a Secondary Modern School and the first comprehensive intake had just entered its 4th year. A change in pupil-teacher ratio could have repercussions in the school; it might mean that they would have to re-organise the timetable and the curriculum. The existing policy on blocking and setting was, the Head observed, "very expensive on teachers' time". The present 4th year, the first comprehensive intake, would not be sitting their external examinations until the Spring of 1982, whereas the present 5th year, which was a Secondary Modern intake, would be sitting theirs in 1981 and it would be their examination results which would be required to be published by the new Education Act. Ideally what the staff ought to be concentrating on was the review of their curriculum but other issues demanded their attention. Parental choice might "go wild", the Head said, when the results were published. If as a result they lost ten pupils the school would lose 'half' a teacher. In this situation they must recognise that their best 'advocates' were the primary schools, with whom they must form a partnership. Links on the pastoral side were good; now they needed to do the same for the curriculum. The teachers from all the primary feeder schools had been invited to their In-House Conference and

the theme was to be 'continuity'. Discussion groups at the conference were to be organised for the morning on comparing notes, discussing common problems and aspirations, and for the afternoon on how they could co-operate i.e. 'the way ahead'. The project could thus be utilised by the Senior staff in the school as a means of establishing links with their primary feeder schools with at least one possible advantage to the school of sustaining pupil intake. In order to achieve this it was also natural to focus attention on the curriculum in the first few years of the secondary school.

b) Alternative methods of curriculum reappraisal

This situation must be compared with that which existed earlier in Phase 1. The policy then was decided largely by a team of HMI and LEA advisers, with a limited amount of consultation with Heads of participating schools. Every school in the area LEA received the same proformae from the LEA and each was asked to complete its returns by a given date. There was much less flexibility and therefore much greater consistency between the schools in the procedures adopted. In practice, however, no alternative procedures for reappraisal were considered in either phase of the reappraisal and none could therefore be compared.

4B3 Model 3: The Implementation of Policy i.e. The Building of Solutions

In this model the policy decided on in Model 2 to achieve the goals specified in Model 1 is implemented. Again the model includes a number of steps.

It has already been noted that the lack of a clear plan for implementing the project was a criticism frequently voiced by participants in both phases of the exercise. Here the factors on which the formulation of the plans

and their implementation depended are investigated together with the effects they brought about. The first of the processes given in Model 3 is the acquisition of resources, including advice, support, time, money, documentation, etc..

a) The acquisition of resources

Most resources, including secretarial help, materials and methodology were provided by the area LEA with the support of HMI to whom some protected time was allocated for the exercies (see Chapter I, p20). However the minutes of the area LEA Steering Committee for 23rd April, 1980, recorded that all protected time for HMI was to cease in December, 1980, or April, 1981. Support for individual schools would then only be available from HMI territorial branch externally. The amount of support offered to the schools in Phase 2 by the area LEA was also less than in Phase 1. There was less money available and other demands to cope with. The secretarial help and supply staff, which had been available to Phase 1 schools, were no longer available in Phase 2. All that the LEA could offer was to reproduce and circulate material sent into them from the schools. Schools in Phase 2 had to manage the logistics of the exercise without even the small amount of help given to the Phase 1 schools. Since the materials and methodology for the reappraisal were imported into the schools from the LEA it might have been anticipated that external support and advice would be needed in the schools as the project gained momentum, but little was to be forthcoming.

Teachers in Phase 1 schools were asked during interview for their opinions on the advice and support given by HMI and LEA advisers. From subsequent analysis of their responses the following table was drawn up.

Table 4.13

Help and Support Given in Phase 1

Level of Satisfaction	Frequency
Unsatisfactory / more help required	38
Don't know / can't remember	11
No help required or expected	4
Some help given / amount of support available limited because of other commitments	21
Helpful / very helpful	31
No response	31

Total number of respondents: 136

It was not possible to obtain any comparable evidence from the Phase 2 case study school because, as already noted, members of the area LEA decided not to arrange frequent visits to the school during the period of research field work. Some advisers, notably the Science and English advisers, did visit the school earlier and as the Head commented later:

> "The advisory staff supported the school when asked. (They) didn't interfere. Perhaps they felt the Head, Deputy Head (ex-advisory staff and who was aware of some of the work done in Phase 1 schools) and researcher could advise where necessary."

It was also acknowledged however that to ask for help was not easy:

> "Most departments were aware of their advisers - sometimes to contact them could be an admission of ignorance." (Review transcript).

The comments received from other members of staff gave an inconsistent picture. As some commented:

> "The support was virtually non-existent in this department. Nobody has been in and two external meetings have been cancelled..... The working

relationship with the advisory service is grim - and is going to get worse because one adviser is going off for a year."

(Review transcript).

Another Head of Department saw the reason for the low key attitude of the advisory staff as an attempt to draw the school into action:

"The advisers have done very little ..... (It was) a deliberate decision to stay in the background and let the schools take it on."

(Review transcript).

The Head of the Remedial Department was quick to point out:

"We didn't have an adviser. We felt very much on our own..... There aren't any working relationships. (You) do need an external stimulus for structure, but in the end you have to solve your own problems."

A Deputy Head summarised the position:

"The relationships (with the advisory staff) varies from nil to very good."

and "The help and support varied with the subject department."

(Review transcripts).

Of course, at the same time the advisory staff had many other demands to cope with and their numbers were being cut. It may have been quite impossible for them to offer any more help and support to the schools in the curriculum reappraisal without causing serious difficulties in their other spheres of activity.

Externally advice and support were offered however by the area LEA to the Phase 2 schools in the form of two series of meetings organised for Heads of Department. Both LEA advisory staff and HMI were present at these meetings. The first series of meetings, held in a local teachers' centre, took place over seven days from 30th June until 15th July, 1980. The schedule was as follows:-

30th June:	a.m.	Art and Music
	p.m.	Craft and Design

2nd July:	a.m.	Home Economics
	p.m.	P.E.
7th July:	a.m.	Maths
	p.m.	Modern Languages
8th July:	a.m.	Science and Environmental Science
	p.m.	English
9th July:	all day	Deputy Heads and/or CRAG co-ordinators in the schools
11th July:	all day	History, Geography and R.E.
15th July:	a.m.	Remedial Education
	p.m.	Commerce/Careers

Another similar set of meetings took place from December 1st to December 4th, 1980. Half of these meetings were conducted in the case study school and the other half in another school. Both LEA advisory staff and HMI were present at both series of meetings. Reports of the earlier meetings were not altogether favourable:

> "When we had that thing at (the Teachers' Centre) we got very little information out of that, very little."
>
> (B8, interview 2, 688-692).

Another member of staff reported finding the meeting she attended was "surprisingly interesting" considering the reports that had come back and a third said that it had been useful to meet other Heads of Department. Apart from a further comment that it was nice to know that they were on the right lines, the meetings were scarcely remarked on (Field Diary, 14th July, 1980).

Such was not the case however for the second set of meetings. These took place from December 1st to December 4th, 1980. Half of the meetings were conducted in the case study school and the other half in the other school involved in the research project. They were almost without exception described as 'disastrous'. A number of factors could have been at work here. Firstly, since the production of the departmental

statements in June and early July, 1980, followed by their subsequent revision and submission to the LEA at the end of September, there had been a lull in activity. Reactions to the In-House conference on November 3rd had on the whole been favourable. The LEA had lent support and the two principal speakers were the Senior Adviser (Primary) and the Director of Education for the county. Nine members of the LEA advisory service participated in the various discussion groups. The primary focus of the conference had however been liaison with primary schools, not strictly speaking the reappraisal of the school's curriculum. The meetings in December, coming at the end of a very busy term in which little curriculum reappraisal activity had actually taken place, could have been seen by the schools as an attempt to stir them into action. The resistance in some meetings apparently turned into 'explosions', while in others the teachers left all the talking to HMI and LEA advisers. There were reports that submissions had been lost. The seven schools were found to be very much out of phase with one another. Some had completed tasks others had only just begun. Few schools had complied with the request to send in submissions to the LEA for circulation. Some teachers who had brought their statements to the meetings refused to allow them to be circulated. Far from being a spur to action these meetings strengthened the resolve of the project co-ordinator in the case study school to 'go it alone' and undertake the exercise in the school's own good time and in the way which they thought appropriate (Field Diary, 5th December, 1980).

Support came too in the provision of speakers and discussion leaders at the In-House Conference held in the school on the 4th November, 1980, at the request of the school. The two principal speakers it has already been noted came from the LEA and nine members of the area LEA advisory service were involved with the various discussion groups.

After the In-House Conference the amount of support seemed to diminish. As one of the senior teachers commented, nine months later:

> "When we wanted help with the In-House Conference they had no hesitation in coming in. Now when we're crying out for help, we're not getting it."
>
> (Review Transcript)

Complaints about the quality of help and support available to the case study school also extended to the written materials provided by the LEA. Some of the materials which were introduced to staff in the school during the period of field work have already been noted. The fact that so few copies of background reading materials had been provided prompted one member of staff to comment:

> "The only thing that worried me is all the various publications .... when people say there's a copy in school .... well, one copy between 40 or 50 people isn't very good and I think we ought to have more of them. And we ought to have them somewhere where they were more available to us."
>
> (B9,112-117)

In addition to the procedural documents discussed in Part A of this chapter, various other items were sent to the school. For example, following the first series of meetings of the Heads of Department of the seven schools, each Head of Department in the school received a copy of the minutes of the meeting they had attended plus, in some cases, subject statements from advisory staff. However, when I later asked one member of staff whether he thought the minutes were an accurate representation of the meeting, he replied:

> "Oh, have we got them? I suppose we have. Just because we've got a piece of paper doesn't mean we've read it you know!"
>
> (Field Diary, 3rd October, 1980)

This reinforces the comments made earlier about the difficulties of communication via texts as opposed to the spoken word (see page 149).

At the area LEA Steering Committee meeting on September 25th a Progress Report (LEA, 1980a) was issued to the Heads of the schools for circulation to staff. Enough copies were provided for each member of staff but by 20th October there was no evidence that any copies had in fact been circulated to the staff. In addition, early in November (Field Diary, 13th Nov. 1980), a working paper on the Processing of Information (LEA, 1980b) was received from the area LEA by the project co-ordinator in the school. This gave details of a method which could be used to analyse the submission from the various subject departments. A working paper on Assessment (LEA, 1980c) was also received and circulated to staff. No action was observed nor were any documents produced in response to either of these working papers during the time of the field work, although some draft responses were sent to me later. However, as the paper on Assessment had been circulated to them, staff were asked about it in the fixed response questionnaire. The results were as follows:

22 people reported having received the circular;

12 said they had not received the circular;

only 4 members of staff indicated that they found the procedures they were asked to undertake were specified clearly and in detail;

3 said they were specified clearly but not in detail;

13 said they were not specified clearly;

6 said the concepts were comprehensible and in a form they could use;

10 said they were comprehensible but not in a form they could use;

4 said that they were incomprehensible.

It would appear that for most members of staff the procedures were not at all clear and the concepts, whilst comprehensible, were for many not in a useable form. When reviewing these observations later with members of staff such conclusions were indeed confirmed. One senior member of staff described the Assessment papers as:

"Awful,"

and commented:

> "The reappraisal could have been killed by the Assessment document!"

The Head was equally damning:

> "The document on Assessment - surely this can never have been worked from - other than as a knitting pattern!"
>
> (Review transcript)

Subsequently the school produced a working document of its own on Assessment which, together with departmental responses, was forwarded to me later.

The sources of advice sought out by members of staff in the case study school have already been noted in Table 4.3. What was interesting about the results is firstly that, apart from the researcher, the sources most frequently consulted were internal, secondly they were people rather than texts and thirdly they were not in the main members of the Senior Management team. The only text consulted to any great extent was the departmental scheme of work, upon which 17 out of the 37 respondents reported they had drawn.

Since the most frequently consulted people appeared to be colleagues and Heads of Departments, their experience and expertise was investigated also. From responses given in questionnaire, at least 29 members of staff had over 6 years experience in teaching. (There were 9 recorded with less than 6 years and 12 who gave no response). A considerable number had experience of teaching more than one subject and therefore, presumably, may have been able more easily to make comparisons across subjects. At the time of the enquiry 14 members of staff reported that they were teaching three subjects and 12 said they were teaching two subjects. Most of the teachers (25 out of 37 respondents) said they taught all five year groups in the school. 23 members of staff had been in the school when it was a Secondary Modern School and 16 were known to have joined since (11 gave

no responses). One of the Deputy Heads was later to comment on this aspect of the context of the review and to note:

> "Informal relationships are very important in a stable school, which this is. (There is) very little staff change."
>
> (Review Transcript)

Fourteen members of staff had an honours degree or a higher qualification in their specialist subject; 11 had a general degree or a degree in education, two had degree equivalents; 19 had a teaching certificate as their highest qualification.

Courses attended by the staff in the last four years were numerous and various. The responses are given below in Table 4.14 About one-fifth of these were attended in teachers' own time. Six members of staff were continuing their studies, three of them at the Open University.

Table 4.14 Courses Attended in the Last 4 Years (Case Study School Staff)

Nature of Course	Number attending
Management	9
Subject	17
Open University	3
Safety	2
Industrial Liason	1
Pastoral Care	3
The teacher and the Law	2
Curriculum and Examinations	1
Sports	2
Assessment	1
Mixed ability teaching	1
Study skills	3
School and Community	6
N.U.T. Courses	2
Preceptors	1
Jobs in Comprehensive Schools	1

Most of the staff had gained their teaching experience in the Secondary Modern school in which they had taught previously and in the comprehensive school formed on its reorganisation. Only six members of staff had experience of any other type of school and three of these were people who had taught in primary schools. One had previously taught in another comprehensive school and two in grammar schools. Seventeen members of staff at that time had been in employment other than teaching. When the total pattern of staff experience, including the number and type of positions of responsibility held, the number of courses attended, the number of journals read, etc., was taken into account, two members of staff stood out markedly from the others. Both had large departments to run and both had many commitments. Yet they both gave a lot of time and energy to the reappraisal project. They were, in a sense, 'unofficial' leaders. It was noticeable how often staff consulted them on, for example, minor difficulties of procedure in the staff room and how they often acted as spokesman for the staff, voicing concerns or worries on their behalf. Interestingly, both made very similar comments when asked what they saw as the most important aspects of their jobs as Heads of Department. Compare:

> "I see it in a number of ways. One of the things I look at is the development of the staff. I've got some young people and I've got some people who, like me, are a bit old in the tooth, so maybe they aren't going to go very far now or change too much. We've got young ones who really ought to be being steered. I think we should be producing further Heads of Department. I would like to think that's what we were doing."
>
> (B9, 462-471)

with:

> "A Head of Department's job becomes more and more impossible because .... you have responsibility for so many people. I think one of my major concerns is with staff. Don't think I'm excluding the pupils as well, of course! But I do think the staff in a Department do need to have the experience of being a part of planning, working as a team and that doesn't mean just giving them the chores to do. I think everyone has to share the chores and everyone shares the more interesting

> bits and pieces, for two reasons really. They may be going for interview and it's unfair to them if they haven't had a chance to do the requisition or help with the activities and involve themselves. The second reason is, even if they are not looking for promotion, life has to be made fairly interesting or different. You're stuck in school for 20 years or more. It's their Department as much as mine. If things go well they take the credit with me and if things go badly .... "
>
> (B11, 488-510)

A concern for staff development and welfare plus a wide experience and a willingness to devote much time and energy to the school's activities would, it seem, be some of the factors contributing to their standing as leaders in the project. It was also notable that both had attended considerably more INSET courses than other teachers in the school. The project co-ordinator in the school, to give him his official title, also occupied the post of Deputy Head in the school. He was in a unique position having spent some time before coming to the school as a Teacher Adviser in the area LEA. In a sense, therefore, it was possible for him to bridge both worlds. As Deputy Head he had responsibility for the Curriculum and for convening meetings of Heads of Departments to which the Heads of Year were also invited. During the project in the school he was responsible for the collation and production of internal materials and for the organisation of the In-House Conference together with the Head.

A number of duplicated materials were produced and distributed to the staff during the project. When departments had written their initial submissions these were sent into the school office for typing, collected together and distributed to the staff in the last week of the Summer Term 1980. Some revisions and additions were published later, at the end of the first month of the Autumn Term. In October a programme for the

In-House Conference was drawn up and distributed to all staff. Later discussion group leaders were issued with leaflets for their sessions, outlining the discussion targets and listing a number of questions for debate. These were given to help 'focus and develop' the discussion. They need not, the leaflet said, be held to too slavishly. Lists of group members were also published. Following the Conference, reports from all group leaders were collected. The edited reports, together with brief accounts of the two major speeches, were then bound together and circulated to staff. All these materials are available from the office at NWEMC. Their content is discussed in Part 4C.

b) The implementation of the process of curriculum reappraisal

The second step of Model 3, the building of solutions, is the implementation of policy. This may be affected by a number of barriers, which in turn may give rise to a number of concerns and difficulties.

(1) Barriers to implementation

Barriers to a project may be categorised as technical, social or personal. They may occur as a result of geographic, historical, social, psychological or procedural factors which produce difficulties for the participants. Some of these surfaced in the interviews which were held in the Phase 1 schools and a list of frequently mentioned criticisms was eventually synthesised from them (See Table 4.15).

A second list of similar factors was compiled and presented to the staff in the Phase 2 study school, who were then asked to rate the items on the list on a 4-point scale. The results are given on the following table (Table 4.16).

Table 4.15 Criticisms of the CRAG Enquiry - Phase 1

CRITICISM	FREQUENCY
Filling in forms / Ticking boxes / Too many boxes	47
Jargon / Phraseology / Vocabulary / Terminology	40
Pressures of time and effort	38
Inadequate / confusing feedback / No overall view of individual / collective school responses available / No cross-curriculum discussion	19
Open ended nature of / lack of clarity and direction in discussions or tasks / Purposes not clear	25
No apparent project structure or standardised procedure Poor planning / Inconvenient timing / Lack of continuity Project lasted two long	28
Incongruency in style of question and answer / 'closed' answers / Rating values requested for open/subjective questions	16
Level of abstraction / difficulty in understanding	29
Unrelated to practice / offered no practical advice / Realities of the situation not considered, e.g. pressure of examinations	21
Help, advice, support were inadequate, inappropriate or not readily available	13
Interference / infringement of professional autonomy / A threat	5
Losing impetus / Not part of continuing process	11
Scepticism / lack of enthusiasm / non-involvement of colleagues	15
Conclusions not implemented / inadequate resources to back up projected changes or aspirations	18
Literature not available / Some subjects not included in papers / No references given	13
Outcomes retrogressive e.g. attacks on / division of certain subjects / Loss of staff / Abdication of responsibility	7
Ulterior motives / Some furthering their own causes / Discussions not open, cagey / a P.R. exercise	13
Pastoral staff not involved / Pastoral and social aspects inadequately covered	2
Other	35

Table 4.16 **Difficulties Encountered in the Course of the Enquiry**
(case study school)

Source of Difficulty	Frequency of Response to Score				Mean Score	Rank Order
	1	2	3	4		
1. Long distance between the schools involved or to go to meetings	10	13	7	1	1.9	13
2. Difficulty in locating LEA advisers when wanted	17	11	1	2	1.6	19
3. The school is still re-organising and formulating policy; thus teachers think the enquiry is ill-timed	13	11	7	1	1.7	18
4. Motivation is reduced by the recession and threat to jobs	9	11	7	6	2.3	7
5. Ideas were not shared openly between HMI, LEA advisers & teachers	22	3	4	2	1.5	21
6. Difficulties with the language level used	7	13	9	4	2.5	5
7. Significant differences in values between HMI, LEA advisers & teachers	10	9	9	3	2.2	10
8. Disputes about education between politicians leading to confusion	5	10	11	5	2.5	4
9. Pressure from politicians on curriculum policy	3	9	14	15	2.7	1
10. Inadequacy of resources for the enquiry e.g. supply teaching, secretarial help	8	6	11	7	2.5	2
11. The project is too much centralised at LEA, HMI level	13	6	10	2	2.0	12
12. Not enough co-ordination of people in different roles	7	9	13	3	2.4	6
13. Lack of common understanding on objectives for the enquiry	3	12	14	3	2.5	3
14. Lack of agreement on objectives for the enquiry	6	14	10	2	2.3	9
15. Support and advice were not adequate	14	13	4	1	1.8	16
16. The enquiry has been implemented too fast	16	9	4	3	1.8	14

Table 4.16 (Continued)

Source of Difficulty	Frequency of Response to Score				Mean Score	Rank Order
	1	2	3	4		
17. Inadequate consideration of problems encountered	8	13	9	1	2.1	11
18. People in key rolls have not devoted enough energy/enthusiasm to the enquiry	15	11	5	1	1.8	15
19. Insufficient rewards for participation	18	7	6	0	1.6	20
20. Lack of persistence by those promoting the enquiry	23	6	2	1	1.4	23
21. Understanding of the project is too rigid and narrow	19	8	2	0	1.4	22
22. Understanding of the project is too loose and broad	16	9	5	1	1.7	17
23. The enquiry has been implemented too slowly	29	3	0	0	1.1	24
24. Inadequate communication about the project through the whole school	7	14	7	4	2.3	8

SCORES: 1: Not observed
2: Observed but not serious
3: Somewhat serious
4: Very serious

The five barriers rated collectively by the staff as most serious were, in order:

1. Political pressure on curriculum policy
2. Inadequacy of resources
3. Lack of common understanding of objectives
4. Disputes about educational policy amongst politicians
5. The language level used

The problems over resources, lack of commom understanding of objectives and the language level used have already been recorded and discussed, and this data therefore provides additional evidence for the previous conclusions.

Some light may be shed on the seriousness of the political factors to the staff by reference to the questions raised during the second meeting organised by the area LEA in order to introduce the project to the staff. These questions have been listed earlier on page 183 of this chapter. Many can be seen to focus on issues related to the political system. Within the Science department similar issues came up in discussion, where they were expanded in more detail as the following quotations show:

> "I think there's a conflict between revolutionary ideas of what Science should be all about in school compared to the ideas of what the public in general, employers and universities think it should be. No matter what you did in the school, how wonderful you were convinced it was, you couldn't satisfy the outside bodies that it was what was wanted. They'd say why is my son not able to get into that course at that place by doing your Science course! ....
>
> I think the answer to what should be taught and what shouldn't be taught .... you would have different answers depending on who asked the question and in what context. If the government decided tomorrow that it was going to invest vast sums of money in microtechnology then you would have no alternative except to say as part of this course it has a right and proper place. But if, on the other hand, someone was asking you about what had a proper place for people who weren't going to study Physics but were going to become householders and members of society you'd have a different answer. The snag in schools, of course, is that you have every possible group of people. You've got very conflicting demands."
>
> (Transcript Sci. Dept., p28-39).

When the draft version of the case study was taken back to the case study school and some of the staff were asked to comment on it, they were asked to offer their interpretation of this phrase 'Pressure from

politicians on curriculum policy'. Only two offered no interpretation. Some of the others offered the following:

> "It's associated with the cuts."
>
> "Political, economic, social demands for a particular kind of curriculum."
>
> "It really meant 'is my job safe?'"
>
> "Accountability is what it comes down to and parental choice. The options evenings are almost like a market place!"
>
> (Review Transcripts)

So the interpretations differed. Perhaps it was because the phrase could cover so many possibilities that it got the highest rating or as a Deputy Head said:

> "Maybe people just ticked the boxes without thought!"
>
> (Review Transcripts)

The quantitative technique of investigation has, in this case, merely given rise to further questions of interpretation. However it is interesting to note that the three items which were rated next in rank order, namely:

6. Inadequate co-ordination
7. Lack of motivation due to recession and threat to jobs
8. Inadequate communication

included also the issue of job security together with two procedural items. This highlighted the very real anxieties of the staff, for early in October staff had been informed, via a notice in the staff room and a full staff meeting (Field Diary, 13th Oct. 1980), of the projected cuts in the pupil-teacher ratio in the county. The implications were that their school might have to 'shed' 14 members of staff by 1985 (3 comprehensive bonus teachers + 8 for falling rolls + 3 as a result of the change in pupil-teacher ratio). If this happened, the notice said, it could mean

that the school would have to move from its existing setting arrangements to mixed ability teaching because the present time-table 'blocking' procedure would be too expensive on staff. Secondly, it would mean that there would have to be cuts in the curriculum. It would no longer be possible for pupils to take three Sciences or two Modern Languages at O-Level. Since the cuts in pupil-teacher ratio were linked to general cuts in public spending as part of government policy this again reinforces the idea that political pressures were causing some of the greatest difficulties for the staff in deciding their curriculum priorities.

An interesting point was made in this context by one of the teachers asked to comment on the case study, who said:

> "The threat of redeployment makes people <u>want</u> to make contributions to the school."

In contrast, another member of staff put an almost exactly opposing view:

> "There is a feeling that the LEA is getting a job done on the cheap. You can't do it with the economic and political climate we have been trying to do it in."
>
> (Review Transcripts)

Thus, although political issues may have been foremost in many peoples' minds, their effects on motivation and curriculum decisions are not easy to assess. In fact the problems seem to compound the confusion over the aims and procedural structure of the reappraisal.

Problems such as those produced by the threat of cuts and redeployment are much more a matter of personal concern or anxiety than the procedural difficulties and constraints previously discussed. In the list of difficulties given above they were specifically excluded so that they could be considered separately. The framework for their analysis had already

been given on page 103,Chapter III; evidence on such matters is presented below.

It has already been shown in this chapter that confusion and lack of clarity over objectives was evident both in the Phase 1 schools and in the case study school. There seems to be little doubt also that the teachers in the schools were only minimally involved in the planning in the project. The fact that the teachers may not have been involved in planning does not however indicate that the Heads were in quite the same position. As a member of the Inspectorate pointed out:

> "We did have, in the LEA, the Steering Group, so the Heads of each of the schools were members of that. When members of the Steering Group met they had some say in the overall pattern and way forward. Although when it came to actually framing some of the instruments, such as the society one and the work one, this tended to be done rather more by the Inspectorate and the LEA .... Although the schools themselves may not have been directly involved in the initial framing of some of the papers, they were consulted at draft stages as to whether they thought these were reasonable or not and invited to make suggestions for changes ..... Certainly the Heads of the schools were fully aware of it all."
>
> (HMI2, Interview notes)

The fact that the teachers were only minimally involved in the planning process and therefore knew little of any detailed plans for the project produced a number of criticisms from those in the first phase of the reappraisal. There can also be little doubt, from the records of the first two meetings in the case study school and from the comments of staff, that that situation remained substantially unchanged in the Phase 2 schools. The effect of this can be seen in the following remark:

> "I think uncertainty always creates problems to all of us until we actually know where we're really going and get more to work on. I think initially that's what worries people particularly when other people come in from outside .... You tend to resist to some degree."
>
> (B9, 023-031)

Again, this was discussed by the teachers who were asked for their responses to the case study:

> "We don't know what to do next. You do need outside direction."
>
> "Only the bare bones were known, but that didn't matter. E1 and E2 seemed clear but the structure was loose thereafter. Plans from now on are very vague and this <u>does</u> matter to me .... if we don't get some direction we may go it alone."
>
> "We may have to go it alone. We don't know what the structure of the reappraisal exercise is. The Heads of Department may be ploughing into the ground. Where they go depends on individual members of the advisory service. The staff are very willing workers but if they feel they are being messed about goodwill is lost quickly. The big problem is we don't know where we are going as a county exercise. Either you need more direction or you need to be told to get on yourself. This falls between the two stools."
>
> (Review Transcripts)

It would seem that the lack of a clear plan to carry the exercise forward was therefore a very important issue and the cause of considerable concern and anxiety particularly for the more senior members of the staff. Concern over the theoretical nature of the enquiry was also demonstrated by one of the teachers in the case study school:

> "I don't know whether I'm making time an excuse or not, but you know it is difficult to get everybody together and to talk about things which are theoretical. You get very practically minded, I think, and if its theory then you aren't so keen to get together and discuss it."
>
> (B4, 180-186)

The same teacher added later:

> "Curriculum review should evolve from departmental needs. (These were) imposed artificial exercises. We were all doing it according to a formula."
>
> (Review Transcript)

However these do seem in the main to be minority views, for many of the staff were keen to draw attention to the benefits which they had gained through participation in the exercise, particularly when they came to

review the draft case study, which, it was said, presented a more negative response than in fact occurred (Review Transcript). The nature of these benefits is discussed later in this chapter. In the early stages though there was undoubtedly some criticism over the decision to involve the case study school in the reappraisal at all.

> "The initial lead, I think, came from the Deputy Head. He chairs all the Heads of Department meetings, plus we get the Head coming in, sitting in on them. I feel that the power behind the throne is there and I think it's come from there, perhaps as a means of establishing the school on the county map. Oh yes, we'll take part in the project because we'll be seen to be doing something and get my .... and give us prestige, etc. I think that was initially my view."
> (B3, 067-078)

This view did not seem to be very widely held, however, although there was some concern expressed generally that existing practices might be ignored or disrupted as a result of the project and consequent extra demands on staff:

> "If there are a number of people involved in doing something then they are going to be looking at how it can be improved. It's the sort of thing we are doing all the time. Within our meetings we have spoken about this regular and constant curriculum reappraisal within a department. But again, once you accept that there is a big workload and there is a lot of strain and time consumption in just doing a teacher's job anyway .... So you get to a point where you've got it well ironed out. There are kids getting through CSE and kids getting through O-Level and the proportions at which this success is being done are reasonable by any standards and you've got a system whereby you can do that with a minimum of hassle to yourself. To force yourself to examine ways of doing things and give yourself more hassle is not human."
> (B13, 040-055)

The stress of the extra workload was also a particular source of worry for the Head (see page 145). As noted earlier many of the staff commented that they were indeed anxious about the extra time and effort that might be involved. Time in the project was required principally for two activities, i.e. attendance at meetings or discussions and for drafting the written

material. In order to get the exercise going, a timetable for the first round of departmental meetings was drawn up by the Deputy Head who was co-ordinating the exercise in the school. Each department was given one double period in the timetable for which members of the department were freed from their normal teaching duties. As already noted, the number of subsequent meetings and the level of participation varied considerably from department to department. One general point should be noted however. The school changed its timetable not in September but at Whitsun, i.e. all the children completing their first year in the school went on to the second year timetable half way through the Summer term. The second year pupils also moved on then to the third year timetable and the progression continued through the school. As a result there were no pupils on the first year timetable in the latter half of the Summer term and some members of staff gained, temporarily, a considerable increase in the number of their non-teaching periods. The most convenient time for any major task of planning or reappraisal to take place would seem, therefore, to be the latter half of the Summer term. However the staff in the school did not seem to share this view. As the Head explained:

> "No particular time in the year is suitable for everyone. Most people have the greatest energy at the beginning of term; the work done then will be more worthwhile."

As another HOD observed:

> "Convenient timing depends on how committed you are to the school and how involved, for example, with the PTA, too."
>
> (Review Transcript)

There did seem to be some confirmation though, from at least two others, that the start of term was best, although one was at pains to point out:

> "There is no good time. (It needs) an input and deadline and a 'get on with it'!"
>
> (Review Transcript)

In the light of these comments it seemed appropriate to ask if the teachers in the case study school felt there was any other particular time during the school year which would be more or less suited to the task of reappraisal. The various commitments of the staff

in the case study school were obtained in response to an open question on this issue in the fixed response questionnaire. This information was gathered together and plotted over the year. From the chart obtained, it became apparent that, with the possible exceptions of July and September, there appeared to be very few spaces on the calendar when staff were not engaged in some major form of activity in addition to teaching. An examination of the pattern of staff absences over the last three years showed, though, that fewer staff than average were usually absent in the first month of the Autumn Term. Other than that there was merely a random variation. The identification of a particularly suitable time was therefore not simple.

Members of three departments in the school, namely the Music, English and P.E. departments, laid particular stress on the extra-curricular activities which they were responsible for. Extra demands produced for them not only stress but organisational difficulties in getting the members of departments together for meetings.

Commitments due to the pastoral responsibilities of some members of staff meant that members of another department reported that they were able to get together

> "only at lunch times or after school and it tends to be that lunch times suit people better. Because a lot of our departments are committed elsewhere in the school, that's difficult. You've got a Deputy Head. We've got lunch time duties once a week. One's a year Head. 4 of us are on duties and only two of us at the same time. The free periods don't tend to match up except in odd cases."
>
> (B9, Interview 2, 618-634).

The organisational difficulties encountered in getting members of departments

together for meetings was only one problem. According to several of the teachers, the pressure of existing commitments on their time negatively affected their capacity to undertake the review. The situation is described in the following extract:

> "Time worries me because I have got quite a heavy commitment. I'm involved with careers and I've got a fairly large department and my timetable is heavier this year than previous years. Then of course the tightening up is going on all round and we're bound to be going into this situation... That's what worries me sometimes in that we start to do the job in effect and .... You've got to have time to do it. I don't mind putting some of my own time in, of course, but there are times when, if you've got to meet a deadline, it puts you into a stress situation and maybe you don't always do the best that you could. If you've been under pressure in the sense of various other commitments and you've got that piece on your desk to do as well, where maybe you've got to consult somebody else... (and it may have been an expediency to say, oh well, I'll complete it) ..... then, of course, it gets put on one side."
>
> (B9, 126-141).

Concerns over security were also voiced:

> "When we talk about uncertainty, this is when you become resistant, especially when you.... when a change is imminent and you think that something is going to happen which may threaten your area."
>
> (B9, 087-091).

Concerns over the possible lack of impact were expressed by a number of staff. The following three quotations demonstrate different aspects of their arguments:

(a) "I think the impact has been reduced at the moment because of the sort of..... political climate we live in. There's,.... in schools at the moment, there's a tendency I suspect now to draw in your horns, to face the bleak mid-winter. Whereas you might have an outward looking futuristic view of things expanding and flowering and view this as part and parcel of a new development, all the signs are that things are contracting, that if anything the school curriculum is going to get more staid and more regimented and more controlled from outside. So I'm not saying that people are saying its useless but I think that in a climate where people were looking to a sort of expansionist development, a new idea situation,

it might have more impact there than it has at the moment. I mean we've been told that we'll probably have to lose two members of the department by 1984 and other departments have been told likewise, that we'll have to trim things down. We'll have less money and bigger classes and we might not be able to set groups as well. I think that is much more people's impression than what could happen, the reality of what is happening!"

(Transcript Science Dept., p 31)

(b) "The only reservation that I've got is that, from a personal point of view, am I going to be going into it - a staff department meeting - with my prepared list of ideas in answer to these set questions that we're going to be given and are those going to go through without suitable discussion?.... What worries me is will it go far enough. Will it be a useable document? To me that's very important..... I'm pretty convinced that what we'll end up doing is, if you like, slapping each other on the back and saying what we're doing is right anyway. I think at its worst it might be a bit self indulgent - at its worst!"

(B1, 019-023)

(c) "Reservations? Only those which many people might express. Although its worthwhile, obviously, in an 'academic' sense, if I can use that word, I suspect like many things, in concrete terms, when CRAG's over and done with and the dust has settled, two years after that there may not be a great deal to show for it. Maybe that's a bit of a sceptic's outlook, but such things come and go. Whether it will leave a concrete thing behind it which is of continuing value I don't know."

(B1, 069-127)

In retrospect at least some of the staff felt that such fears about the potential lack of impact of the programme had been well founded:

"It's not had a lot of impact yet. The assessment stage might."

"Its not likely to yield much when jobs are threatened"

"At the beginning I did feel committed. But, having done it, I wonder what will come out of it. We will get something out of it but it's not likely to have much impact outside."

(Review Transcripts)

As well as concerns expressed about the lack of impact doubts also surfaced about possible 'unwished-for' outcomes, or 'negative' impact.

Negative impact on the pupils when teachers engage in a major project may be regarded as a 'cost' to pay for the ultimate benefit or as an outcome of the project. Concern over this aspect of the exercise is apparent in the following statements:

> "No, just the basic concern of time, you know, the usual thing. Everyone's so busy and there's so much to do that you don't want anything where you're in touch with children to be affected, to spoil your work for them."
>
> (B4, 058-066)

> "To do it plus a full timetable especially if you've got a fairly heavy time commitment with the children is hard going. I think if you do any of these exercises the people who suffer are the kids you're teaching at the time because you don't put your effort into them. You think, well, we'll do what we did last year. It's all right. I'll start to create new stuff when I've got this out of the way."
>
> (B12, 151-160)

A procedural difficulty which worried members of one department occurred over the level of the language to be used in writing their submissions. As they understood it their statements were to be written in a form which was suitable for distribution to those both inside and outside the teaching profession:

> "When the adviser was talking she said she wanted it to be readily understood by anyone. Just how simple do you have to get? In parents' evenings if you use the word 'literature' you're occasionally up against it. Using the word 'comprehension' would fox some people. You're more likely with some parents to talk about a passage of writing and questions.... I had explained to people (in the department) that the results were wanted in a language that could be understood by anyone. That was one of their main worries. They are worrying about the writing they have to do. If I have to start writing in a very simple language, what's the point? Why can't I write in the language departmental members will understand and other members of staff? I mean, how many parents ever see this kind of thing? Very few. The governors see it, other members of staff, people involved in education."
>
> (B11, 557-642)

The potentiality of the project to generate inter-departmental conflict was also commented upon:

> "I think there's an element of resentment because people are going to clash obviously. Anybody would be worried. Especially if you get these old hoary ones like, "I have a mathematical content but they can't add up!" You say that to the Maths department and they start putting their barriers up, don't they? Or "If only all the children knew how to use an apostrophe and could use grammar, my job would be easy!" These are all old hoary ones. They still remain as facts. They haven't gone away. I think all these things will be resurrected."
>
> (B11, 024-034)

Finally, doubts were expressed about the school's returns in terms which questioned not only their reliability as true representations of curriculum practice and intentions, but also the capacity of teachers to provide the theoretical rationale which they believed was required:

> "How can I say a few words justifying the teaching of my subject without using what other people have already said, without pinching bits that I've gleaned from here and there? They're bits that I agree with; I wouldn't quote something as a reason for doing something if it was a reason I didn't agree with anyway. But the exercise is designed it seems to me, if I understand it right, to place people in a position where they must expect to do just this and I'm saying at the outset I think most of my colleagues will be as incapable of it as I am. I can give all the standard reasons why the subject is a valuable thing but I only do that because I've learnt them somewhere. I've read them somewhere. They're someone else's ideas anyway. In the end a lot of us will either be motivated to be honest, to be scrupuously exact about it and say this is ridiculous..... I think it's fair that the subject is taught for those reasons but I only know that because, let's face it, it always has been. It's what schools do now and it works and it's what parents want and it's what employers want. And when there are outside examination boards who demand that the kids have got to know this and that to pass the exam.... All these reasons I might group together and say, no doubt, the things they want.... but they're not the things they want me to say now! I'm going to eliminate all the things we thought of and the only thing I'm going to be left with is to say I don't know! And that's dead easy to say."
>
> (B13, Multiple quotations)

The implementation stage was therefore beset, both in Phase I schools and in the Phase 2 case study school, with many problems and difficulties. All of those mentioned so far have been of a contextual nature, i.e. they did not arise from the actual tasks the teachers were asked to undertake. To see how the teachers set about these tasks and to record the problems they encountered and the benefits they gained from completing these tasks, the teachers in the case study school were observed and then asked for their comments on the process.

(2) The tasks the teachers were asked to undertake in the case study school. The tasks of reappraisal were set out in a five page document introduced by the LEA and distributed at the first of the two introductory meetings held in the school in June, 1980. The document was divided into three parts, A, B and C. Part A set out the purposes of the enquiry on which the school was to become engaged and included a three dimensional model of the curriculum in terms of the subject disciplines, the progression through the years of schooling and the eight areas of experience. A description of those areas was appended to the document. Part B gave the first item, denoted E1, of the framework which could be used by members of the school's departments to analyse their curriculum provision. A number of headings were listed for this purpose, namely, aims, objectives, method, assessment and evaluation. The objectives were subdivided into concept, skill, attitude and knowledge objectives and a description of these was also appended. Part C referred to HMIs' eight areas of experience. This analysis was denoted E2. Two tables were drawn. By using the first, members of departments were asked to put in rank order the contribution of their department to each area in each year. In the second table the members were asked give an assessment, on a four point scale, of the level of that contribution. Evidence on which these returns were based was also requested. A copy of this document is included in the Appendix.

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(2.1) Analysis of Curriculum Provision: E1

A considerable number of problems and questions arose when the ideas incorporated in the document came to be applied in practice. Some of the problems were of a general nature but others were experienced only by members of specific subject departments. They may be compared with the difficulties cited by Phase 1 teachers by comparison with Table 4.17.

(i) General problems

Most general problems were related to the interpretation of the ideas implicit in the framework or to the question of how to apply the methods within the departmental structure and arrangements of the school, a difficulty frequently mentioned by the teachers in Phase 1.

Specific problems mentioned were:

(a) difficulties in establishing common understanding of words and phrases:

> "Whenever you've got a situation and two people are trying to communicate ... then you have a problem of meaning the same thing by the same word exactly..... The concept, the actual - there's the term - the actual meaning of the word 'concept'..... If you're going to compare two subjects which are dealing with two aspects of the schools curriculum you've got to be meaning the same thing by the same word."
>
> (B13, 388-410)

(b) Confusion over the procedural relationship of E1 and E2:

> "Last night I was a bit confused when we were asked to do the thing about concepts, skills and attitudes and we were asked to do something on the eight areas. When it came down to it I wasn't quite sure actually what we were doing, whether we were doing both of those as separate things of whether we were supposed somehow to get the two together."
>
> (B3, 044-051)

(c) the status of extra-curricular activities, e.g. in Music:

> "I'm a bit unsure about this word curriculum, you know. With music its so difficult to say what is curriculum. Are we just talking about the timetabled things or are we talking about the extra-curricular things as well, because they are as important?"
>
> (B3, 393-401)

Table 4.17

Difficulties Encountered in Completing the Proformae - Phase 1

Difficulty	Frequency
Definition of terms/Understanding vocabulary/ Applying concepts	54
Lack of clarity in instructions/Not clear what was required/Questions vague	25
Frame of reference for E1 & E2 not specified/Changes in curriculum arrangements not allowed for	6
Very time consuming/A lot of effort involved/ Questionnaires were too long	21
Not easy to take seriously/Style of proformae tended to produce 'Game' attitude, as in doing football pools/ Too many ticks and too many questions	18
Difficulty in using rating scales/Answer depended on mood of respondent, individual interpretation, allegiance to subject etc.	70
Forms too complex/Writing too small/Lines not laid out correctly/Poor reprographics	32
Forms lacked relevance/Important things not included	29
Forms objectionable, an affront	2
Forms did not generate valid information because: - Presentation oversimplified or too condensed - Forms not designed to make analysis or comparison possible - Information asked for was not always available - No assessment made of relative importance or of emphasis given to various aspects of the curriculum - Variation in provision required for different pupils was not considered - The procedure was too analytical ('the whole is more than the sum of the parts')	20
Others	2

Number of respondents: 124

(d) the procedure to be adopted by departments such as social studies and technical faculties which teach some integrated courses but also offer courses within the separate subject disciplines:

"I was wondering about these. I think it's a problem peculiar to a department like ours where you have three so separate sections - whether you treat them as a whole or whether you treat them separately."
(B4, 444-448)

(e) difficulties in establishing fruitful discussion not only in single member 'departments' but also within a department when one teacher, generally a specialist, takes all the pupils in certain years:

"While we're discussing things, I'm the only one who teaches years 3, 4, and 5, so we're going to have trouble discussing with ourselves!"
(B2, 340-342)

(ii) Subject related problems

The different ways in which subject departments responded to the request to define their aims and objectives depended not only on the structure of the subject but also on specific problems encountered in completing the task. As these are so subject dependant, the problems of each department are considered separately below:

(a) Art

The first major problem encountered in the Art department related to the need to breakdown the submission on a year basis:

"Well, it was suggested on a year basis and I think that would be wrong. I've written here that I define our major concerns vertically. As far as I can see that's the only way to do it. Then you can work on 'tone' and 'form' and say what you do in them vertically. If you did it year by year it might just end up as a silly document."
(B1, 400-412)

The second problem mentioned was the difficulty of separating skills, attitudes, and concepts:

"When we were discussing these things basically quite a lot of it got down to pure semantics, what words mean. What is a concept? What is a skill? That isn't important. That, possibly through our own ineptitude, tended to confuse us, tended to get in the way a bit. In the end result we were all very adamant that all these things are mixed together. You cannot teach a concept objective without involving skill and changing the attitude. You can't do that. I know we've been asked to do it here, but..."
(B1, interview 2, 082-090)

One feature of the Art submission was the absence of knowledge objectives. This was explained as follows:

"To actually say we had certain knowledge objectives didn't really fit. In fact they were all interwoven with everything else. If a child wants to know how to do something, we're more interested in knowing why he wants to know in terms of what he is trying to do. In other words you're trying to enable him to get his idea onto paper. Therefore he does need to know that body of knowledge, if you like, but to actually go out and teach that body of knowledge without the idea in the first place to me is patently ridiculous. I don't see it that way. I think you need as much technique as you've got idea."
(B1, interview 2, 181-191)

(b) Mathematics

Attention was drawn, in the mathematics submission, to some of the difficulties this department had encountered, again, notably, in separating concept, skill, and knowledge objectives. An account of their problems is given in the following extract:

"I think we found it an impossibly difficult task. The problem was in categorising what we did as to whether it was a concept, whether it was an attitude, whether it was knowledge. We made this point in the beginning part here. Ideally one might like to teach a concept, to practice the use of that concept with specific problems so that they've then got a skill to back up that concept and when the two are cemented together it perhaps becomes a knowledge. But we are certainly aware of the fact that some children don't readily grasp the concept. They have to practice what for them is a routine process first. They build up a skill first and then later on sometimes the concept comes.

> For some children I don't think the concept ever does come. I think it is those children for whom the concept never really gets across who've got the problem of retaining knowledge because they've never really mastered the concept. It has only ever been a routine to them. I think it is something that is inherent in Maths."
>
> (B10, interview 2, 006-028)

Some issues which arose in discussions in the Mathematics Department are also worth noting. Firstly, there was a debate over whether the objectives should be the ones the department was actually achieving or the ones that they should be aiming for. Secondly, there was the question of whether skills should include those which are assumed and used by the pupils in the department, for example, reading and comprehension skills or whether they should be only those actually taught as part of the subject discipline. Thirdly, the demand for mathematical skills from members of other departments, for example Physics, was noted. The stage at which skills were required in Physics were not however always that thought to be most appropriate by the mathematicians. The teaching was therefore difficult to co-ordinate.

(c) Modern Languages

The greatest difficulties in the Modern Language department seemed to occur in specifying what were their concept objectives. As one departmental member observed at an early meeting:

> "We don't think in terms of concepts. It's never introduced that way at college."
> (Notes of Departmental Meeting 26th June, 1980)

The way the various objectives were eventually handled by the department is made clear in the following extract:

> "As far as concepts were concerned we thought that the only concept we were teaching was one of grammar and the way a language is structured. It's the bones and the way the bones hang one onto the other. Skills we are teaching are writing, spelling, comprehension, reading, oracy

and recall, memory. Our attitudes that we try to instil are sympathy towards foreigners by an appreciation of their different way of life and culture. The knowledge that we impart was almost entirely the skills that we impart. The knowledge is a skill, the way a language hangs together."
(Modern Languages - Departmental Meeting, 331-345)

This interrelation of knowledge and skills was further amplified later in the discussion:

"There is a passive skill in being able to understand what's being said and there's an active skill in being able to reproduce it yourself. I would have thought knowledge if anything means... a knowledge of areas of vocabulary for example. You could possibly put that but, having already mentioned that as one of our skills, I think that the area of skills and knowledge overlaps."
(Modern Languages - Departmental Meeting, 368-371)

The department also had difficulty in deciding whether to undertake their analysis by themes or on a year basis. Initially one member of the department said:

"I would like to follow the thing through areas of activity, e.g. verb forms. I mean one deals with present verb forms in the first year, more complex forms later on, that way. Development of a particular skill, development of areas of knowledge like vocabulary would be restricted in the first few years to things which the children are actually aware of. Then later on in the 4th and 5th years you get a much broader vocabulary because they are capable of assimilating it and they've much wider areas."
(Modern Languages - Departmental Meeting, 077-083)

Later, when it was observed that these themes might interconnect very closely and that it might therefore be very difficult to isolate them, the same respondent said:

"Having thought about it a little bit I don't really see that this second mode of attack is going to be any more successful. I'd like to know very much how other Modern Language departments have done this in the past and what they have come up with and how they see their objectives and skills ..... I'd like very much to explore that and see if they came up against any pitfalls and if they did .... then forewarned is forearmed."
(Modern Languages - Departmental Meeting, 096-105)

This extract is interesting because it raises the question of how much it would have been helpful to the teachers in the case study school to have had access to the analysis of those schools which had previously undertaken the exercise. Several teachers did in fact request this and obtained copies from various sources.

The Modern Languages department also had difficulty in separating objectives on a year basis as requested:

> "We also felt that we had, for years one and two, ... common objectives in that we were doing the same course. We were aiming to get to the same level of comprehension and reading and so on and so forth. But at the end of the second year then we felt that this was an unrealistic goal."
> (Modern Languages - Departmental Meeting, 372-378)

As a result they decided to document their curriculum provision according to stages of pupil development in the subject:

> "You see we've listed this in stages 1, 2, and 3. They don't refer to years. Stage 3 would correspond to someone who had got a long way, a bright 4th year. An indifferent ability child, a middle ability child, might get past stage 2 and a less able child would find the greatest difficulty understanding some of the concepts we've put down in stage 1. Those don't correspond to any fixed period of time."
> (Modern Languages - Departmental Meeting, 095-104)

One further point which is interesting came up in the following conversation. It was observed that some important and underlying areas of a subject were not covered in the departmental submission. This was attributed to the restrictive nature of the document:

Teacher: One is teaching a multiplicity of things even in the simplest presentation of the simplest material.

Researcher: By stating objectives can you cover that adequately?

Teacher: No. Well, we certainly haven't covered it adequately there because we haven't introduced anything to do with the culture.

Researcher: Is this a framework which can do it for you?

Teacher: No, I wouldn't think so. We've done there the grammar which we would expect people to be able to assimilate in a course that we offer. The background material or the cultural element hasn't been handled there at all. Perhaps it should have been because it is an objective of any course, isn't it? But because it's not presented there as a concept it doesn't mean to say that it doesn't exist.

Researcher: By forcing you to think of concepts did it narrow your ideas?

Teacher: Yes, I think it did. The submission is the body of knowledge, if you like.

(B7, interview 2, 169-191)

(d) Music

The Music submission was the only one which attempted to correlate concept skills, attitudes and knowledge. A table was drawn up with these as the four column headings. For each separate concept or skill given the relevant attitude and knowledge objectives were listed. No breakdown on a year basis was attempted. This method was adopted because the subject did not seem to the teachers to 'fit' with the framework given. The subject was divided into the concepts of notation, composition, performance and listening and the skills of singing and instrumental playing. The submission was, essentially, a summary of the objectives which were given in a more detailed form in the departmental scheme of work and there was some scepticism in the department over whether this was not just "'analysis' for 'analysis' sake" (Interview notes, 8th Dec., 1980).

(e) Physical Education

In common with other departments, the P.E. department attempted no breakdown in terms of years and they too found difficulty in separating the skill, concept and attitude objectives, as the following conversation shows.

Teacher: Take a concept objective - now that has got to be brought in by teaching it in some form or other, through teaching our technical skill. That's perhaps one of our biggest parts of the teaching, in the skills section, the teaching of the skills understanding of the game, the game situation and the improved use of various passes and other players within the team. The rest of it, attitudes and knowledge, is almost an incidental, an intrinsic part of the whole thing.

Researcher: In teaching the skills the attitudes are implicit?

Teacher: Quite. I can't say let's go through our basket ball attitudes. What work would I really do? It's got to be learnt not as an incidental. You're driving it home all the time you're talking to them or teaching or coaching.....

Researcher: You can't separate the skills and the attitudes?

Teacher: Quite.

Researcher: Was there any advantage in trying to do that?

Teacher: It made me think, which is never a bad thing, but it is difficult to separate them. It proved a greater hassle to have to sit down and think about really separating them out rather than having them there anyway. The attitude of good sportmanship - I don't think I've ever told anybody not to go round kicking somebody else's shins in those words. It's implicit in the teaching situation. They soon learn that if they do go and kick somebody the whistle goes. So they don't do it again - or they try not to.
(B3, interview 2, 237-275)

(f) Science

In the Science department years 1 and 2 were considered as a separate group. Pupils in those years took an Integrated Science course which had been developed in the school. A number of booklets had been written for this course and these provided a checklist for the analysis. No particular problems with the analysis were mentioned during the discussions at which I was present.

(g) Social Studies

In the first year Geography, History and RE were taught as integrated studies, but in the second and third year they were taught as

separate subjects. The four elements, i.e. Integrated Studies, History, Geography and RE were documented separately, but no attempt was made to separate the aims or objectives of any of these subjects on a year basis. The members of the department found their departmental scheme of work helpful and we were able to draw on this. As a result they said they found the analysis 'relatively simple' although they did have a few problems in deciding into which category some of their objectives fell:

> "We kept saying, now which heading do we put that under. In some cases it was clear, but there were some cases where you felt an objective covered attitude and concept or something like that. Perhaps skill objectives are more straight forward. You can see those and pick them out clearly."
>
> (B4, interview 2, 255-264)

(h) English

The English department separated their curriculum provison into six themes:

A. Thinking

B. Reading

1. For enjoyment rather than information
2. Reading for information (particularly in relation to library education)

C. Writing

D. Speaking

E. Listening

F. Speaking and listening in Drama

Having split the subjects into themes, the years 1 - 3 were considered together.

The department divided the task of analysis and worked in pairs on the various themes or sections, but when the individuals' contributions

were gathered together, it was found that the format used for the various sections was decidedly different and a revised document was later requested. This was prepared by the Head of Department, who was not altogether convinced of the need for the revision. The new document was felt to be

> "One further step away from reality. It hadn't been very nice for departmental members to have had their submission re-written for them. Things had had to be left out which members thought were important. The departmental handbook was the document which said what they really did and their reappraisal submission was now only 'window dressing' for the sake of the school image. The important thing, they felt, had been to get everybody involved."
>
> (Field Diary, 24th September, 1980).

(i) Supplementary Education

A note at the top of the departmental submission drew attention to some of the problems the members had encountered:

> "We did not feel the general framework of El was an ideal one for our department because of the diversity of our activities. However, we decided to attempt to keep within this framework...."

In conversation the reasons for the difficulty became clearer.

Teacher: Quite often it's a background knowledge, ours, of home circumstances and the like. It's very much a pastoral thing as well. It's seeing to the whole child and not just what he's learning in that particular subject.

Researcher: You didn't really have an opportunity of putting that in?

Teacher: No. It wasn't there. We decided to work within this framework because all the other departments in the school were working within that framework as well and we thought it would be easier for them to work at ours and try and see it, but ours is a very much wider spectrum than this allows us to go into.

Researcher: What way would you have liked to lay it out?

Teacher: Well, I don't know because we couldn't think of a way to do it.

(B8, Interview 2, 662-688)

Here again there is a feeling that the framework is restricting the members of the department by not allowing them to express what they are trying to achieve in its entirety, but it is noteworthy that no alternative framework was forthcoming.

One particular difficulty experienced by many departments, but most forcibly by the Supplementary Education department, came when they tried to consider the analysis on a year basis. The pupils in the department worked on their own following individual schemes and their range of ability was so extreme that many first years could be ahead of second or even third years. Members of the department therefore preferred to block their analysis and consider all the years 1 - 3 together.

Naturally enough, they found the same problems as the Mathematics department in separating skills and concepts for the mathematics they taught:

Teacher I've found problems over the concepts. Our children really do find it terribly difficult until they have got the skill. Quite often they will grasp the concept once they've got the skill, but you can't start with the concept. Practice, practice, practice and then it dawns slowly. We did find it with the English as well. It was a bit fraught, the discussions on that, to say the least. We were all tearing our hair out in the end, saying, well, you know ..... how do we do it really? .... we give them the skills and hope that the concepts will come from that.....

Researcher: Can they acquire the skill without the concept?

Teacher: Yes, and with a lot of them that's what you've got to do.

Researcher: What your saying is that you can't separate skills and concepts? You can't learn one without the other.

Teacher: No. I don't think so, certainly not with our children. (B8, interview 2, 312-347)

(j) Technical Faculty

Not a lot of difficulty was experienced in using the general framework.

Initially the Department set out to examine year 1 separately because the basic objective for that year was to give the pupils some experience of all the craft areas. The timetable was arranged so that each pupil spent 28 periods in each of the 5 departmental areas of activity but, as this amount of time was so very small, pupils really only sampled the range. In the second year a 'mini' options scheme allowed pupils to select three areas and hence have a greater contact time in those areas.

In the end, however, no distinction was made in the departmental submission between years 1, 2, and 3.

The departmental handbook was available for members of the department to draw on. In the handbook many of the activities were described in terms of the processes they incorporated. Content and skills were interrelated:

> "The skill level comes out in the content of what they do. We choose a job ..... it will have a number of processes in it and they will have to do those sufficiently well to achieve that. You really think of them (the content and the skills) together."
>
> (B9, interview 2, 373-390)

Knowledge objectives created a problem in the department, particularly for the teachers of the cookery, nutrition and needlework. Staff

teaching these subjects were the only ones to mention that no framework and no taxonomy was offered in the LEA circular. They found some suggestions from the researcher, and a book on this, provided a framework which was acceptable.

Later, when members of the department came to review their submission they noticed the absence of any objectives relating to measurement. As a result a suggestion was made that a checklist of objectives be included in the framework provided by the LEA:

Teacher: The form didn't say how much detail was required and I think a reminder there would have been helpful and would have made us think a bit more.

Researcher: What kind of reminder would have been helpful?

Teacher: Well if they could have put headings like measurement or area, or volume. Things like that might help.
(B9, interview 2, 451-463)

(iii) The form of the statements on aims and objectives

Although the aims and objectives were formulated in various ways and referred to a wide range of subject matter they had several characteristic features in common.

(a) Most aims and a few objectives were expressed in terms of what the teacher was to do, for instance:

Mathematics:

"To help the pupils gain confidence in their ability"

Science:

"To impart a basic knowledge of facts and concepts which will provide a firm basis for future work in Science."

Social studies:

"To make the child aware of society"

"To help him understand his own environment in detail."

Supplementary Education:

"To help the development of literal comprehension and rational thought."

(b) Many of the objectives, concepts, skills, attitude and knowledge were given as lists of one or two words, for example:

Art:-

Concept objectives: 1. Space, form, line, colour.....

2. Contrast, harmony, symmetry, etc.

Mathematics:-

Knowledge objectives: Units of measurement, length, area, volume, weight. Tables.

Modern Languages:-

Skill objectives: Accurate pronunciation, spelling. Comprehension of simple statements and questions, etc.

Music:-

Attitudes: Enjoyment, self discipline, group discipline, etc.

(c) Many objectives were given as lists of generalised patterns of behaviour, for example, in English the reading objectives included:

Concepts: To understand what is being read to be aware of style

To judge how style affects meaning

Skills: To acquire basic reading skills, to improve vocabulary

Only occasionally were the objectives stated in terms which specified criteria of what the learner was to do when demonstrating competence as, for example, in 'to write legibly'.

(d) In one or two instances objectives were given in the form of 'expressive' objectives, i.e. they described an educational encounter. The situation in which the children are to work, the problem with which they are to cope or the task in which they are to engage was stated.

For example, in Physical Education:

> "To define and practice the physical skills involved in the range of activities, co-ordinating eye, body and movement in space and time."
>
> "To understand and acquire the rules of activities undertaken."

Whilst it is clear that no explicit principles for the formulation of objectives were given in the LEA document which set out the basic procedure to be adopted, the way in which the task was eventually undertaken may have been affected by the style of the document. The document listed categories of objectives; lists were prepared in response. It focused attention on concepts, skills and attitudes and gave descriptions of these rather than examples of related objectives. By doing so it may have reduced the emphasis on learning activity or outcome. Similarly, by asking for a demarkation of concepts, skills and attitudes, it may have diverted attention from the educational encounter in which several categories of objectives could have been achieved simultaneously. The difficulties

mentioned by many of the staff in separating their concept, skill and attitude objectives may be related to this one point.

(2.2) Analysis of curriculum provision:

E2: The Eight areas of Experience

One of the most distinctive features of the reappraisal framework offered by the LEA to schools engaged in the exercise was the use of the checklist of the eight areas of experience. These eight areas, proposed originally by HMI in their document 'Curriculum 11-16', included the aesthetic/creative, the ethical, the linguistic, the physical, the mathematical, the scientific, the social/political and the spiritual areas. The assessment of the subject contributions to each of these areas formed a central part of the schools' curriculum reappraisal. It provided one criterion for a review of the whole school curriculum and was also a means whereby individual teachers could assess the contribution of their subject to that curriculum.

(i) Problems encountered in the analysis

Few teachers seemed to have any problems with understanding what was required in this part of the analysis. The definitions of the eight areas were also reported to be quite clear. When asked if the eight areas were easy to understand a response typical of many was:

> "Oh yes, no problems in that area. There is a certain amount of overlap but that didn't present any problems, no."
> (B7, interview 2, 347-350)

It was when the teachers began the actual analysis of their subject's contribution to each of the areas that problems started to arise.

(a) Some teachers found it hard to cope with the notion that their subject offered little or nothing to some of the areas. One difficulty in the Art department centred on this point:

> "It was difficult, very, very difficult. Difficulties I know we had. We were O.K. on what the actual things meant and what the definition of terms was in this particular paper, but I still think we found it difficult to..... I think all of us fall into the old trap of what we think Art education is about and that's a disaster. I think we should be looking at what we actually do here. For instance, I'm sure people think there's a lot of social/political content in Art. Well there could be. So we could say it's number one. But we don't do it here. There might be a lot of ethical content to Art, but we felt here that our emphasis wasn't on that side of the kid's experience in this school. It sounds very simple to say that now but it took a good half hour to actually make a statement like that - the fact that we weren't going to bother too much about it."
>
> (B1, interview 2, 290-311)

Similar problems were experienced by the linguists:

> "Yes, we did (have difficulty) because we didn't feel there was a great deal there that concerned us. We felt that there wasn't a lot in our 11-16 course which could be called spiritual or scientific or ethical."
>
> (B7, interview 2 339-345)

The difficulties mentioned in these two quotations could have been due to the feeling the teachers had that their subject <u>ought</u> to be able to contribute to each of the eight areas and that, in a sense, their subject was being judged by its contribution.

(b) The assessment of the departmental contribution to a given area was very dependant on the criteria used by teachers to judge what was an effective contribution, as the following conversation with the linguist demonstrates:

Teacher: We had a look at this area of experience, E2: Analysis of Curriculum provision and we found that as far as our department was concerned we had obviously a very linguistic involvement; we had no physical

involvement except telling the children to sit down and stand up and that was about it! We could see no areas of ethical - no ethical element in our teaching. We were purely passing on linguistic skills and ethical - obviously, ethical things come into reading and material which is done at a much higher level, for example, in the sixth form ..... Obviously, scientific and social, political and spiritual elements would come into sixth form work, but only via literature.

Researcher: What about the aesthetic in the sense of enjoyment of speaking and sensing the different intonation?

Teacher: Yes I suppose that does apply.

Researcher: Having an appreciation of ..... ?

Teacher: Yes, in so far as one can communicate with another human being in a different language, I suppose that's being creative, isn't it? We saw the aesthetic/ creative you see as essentially creating something with one's hands.

(B7, 284-303)

(c) Difference in interpretation:

The above conversation also raises possibilities that each of the areas, although apparently clearly defined, may be subject to differences in interpretation. Indeed some parts of the definition itself may seem more or less relevant or important to teachers in different subject departments. This problem in highlighted in the following extract:

"You start asking do they regard these, even though they are defined, are they interpreting the terms in the same way as we are? You look at them and you think in some cases the nuances of it have been interpreted differently. What a Scientist might regard as spiritual might be very different from what somebody in the R.E. department regards as spiritual, even given the definition. They'll say, all right, I agree with the definition, but really, you know, this little bit of the definition is more important than that bit."

(Transcription Science Dept. pp 42, 43)

(d) Areas found to be inappropriate:

In the introduction of the curriculum reappraisal exercise, the framework for the analysis had not been presented in a way that suggested that it was necessary for teachers to stick rigidly to the guidlines given. Indeed staff were encouraged to discuss and adapt

the framework so that it was best suited to their own needs. In the event, two departments found they were unable to work with the complete list of the eight areas. Each therefore changed or adapted one of these. In the supplementary Education department the members said:

> "We altered that, because we thought that 'social/ adjustment' was better from our point of view, for us to use, than 'social/political'. So we took the liberty of altering that because we couldn't cope with the other one."
>
> (B8, interview 2, 509-578)

In the Art department, the situation was explained as follows:

> "The 'linguistic' one was the most difficult because we felt, I felt, most strongly, that linguistic in the terms it was written in the definition of terms wasn't what we do here, but as a communication skill, a communication technique..... It doesn't actually mention communication at all, I don't think. In fact we scrubbed 'linguistic' out and put in communication'. That (the definition) is very literary. That (the last few lines) was the bit that we thought was important, the relationship to others, to themselves, the communication bit in other words. So we scrubbed that out and put in communication skills."
>
> (B1, interview 2, 311-330)

The linguistic area also caused problems for the music teachers. Written music was seen by members of the department as a symbolic language. The symbols used, for example the cleff, were manipulative not mathematical. Since the definition given for the linguistic area implied the use of words not symbols, neither area seemed to them appropriate to the teaching of music (Field Diary, 23rd September, 1980).

(e) Problems with the comparison of departmental returns:

Because the interpretations of the 8 areas were likely to vary according to the subject and because teachers of some subjects chose to adapt or change those areas it seemed inevitable that the school would experience real difficulties when it came to the task of analysing the total contribution of the 8 areas to the whole school curriculum.

To be fair, the need to do this and the methods to be used were not introduced to the staff before they undertook their original analysis. The relevant papers arrived in the school during October, some three months after most staff had completed their subject submissions. The problem however could have been anticipated as one member of staff pointed out:

Teacher: I would have thought it was less than scientific to say to someone those are the eight areas and then to go away and say well you can discuss this and you'll probably find your subject doesn't break down into these areas anyway.

Researcher: How do you mean it's less than scientific?

Teacher: Well in the end anything that is going to be made of it is going to be made by analysis, and if the breakdown of what you're doing doesn't fall into exactly the same analysis as another subject then there is going to be no comparison. We'll say we base our decisions according to these criteria and then they turn round and find the things don't match up at all...."

(B5, 058-068)

Later the same member of staff elaborated further:

> "You can't go away, you can't have debates about the aesthetic/creative, the spiritual - that we think this part of ours fits in the spiritual. You've got to have fairly strict criteria if you're going to compare between subjects. It needs to be tightly structured if its going to be a reasonably scientific exercise. If one goes according to the letter of the paper I think it will be a fairly tightly structured exercise, but if one takes what (the adviser) said when (s)he said,"Well, of course some of you will go away and will discuss this and produce both sides of the argument", then there is a likelihood that it may be less than precise."
>
> (B5, 082-092)

(f) the boundary of an area of experience:

Although most members of staff appeared to accept it without demur, the use of the word 'area' was queried by one of the teachers in the school:

Teacher: Within a subject we will have the word 'area' used literally when you're a mathematician and you're talking about the number of squares on a surface. But then we talk about subject 'areas'. We will use the word 'area' to mean sections and we will use it to mean sections in a particular way..... but you've got to pin down what you mean by an area and I think that you can't.

Researcher: Is therefore the spacial concept of area applicable to experience?

Teacher: You can't separate it with boundaries, but I suppose it's analogous in that it's quantitative. You can have a bigger area or a smaller area just like people can have a bigger or a smaller amount of experience, in that sense.

(B13, 437-484)

c) The Evaluation of outcomes.

Although officially the programme of reappraisal had not reached the stage of evaluation of outcomes, nevertheless the teachers I observed were in fact continually evaluating their progress and that of the other schools involved, comparing and contrasting their efforts and the documents they produced.

(1) The extent to which teachers supported the task of setting out departmental aims and objectives

In spite of their reservations and difficulties, most of the teachers in the case study school seemed to be convinced of the necessity of stipulating aims and objectives as an aid to planning. All who discussed this point said they thought it was important. Confirmation of this was also obtained from the responses to a question posed in the fixed-response questionnaire on the validity and usefulness of statements of aims and objectives. There was a very high level of agreement with the comment 'formulation of objectives should be the first step in curriculum development and planning'. The full set of responses is given in Table 4.18.

Table 4.18 The Validity and Usefulness of Aims and Objectives - Case Study School

STATEMENT	Frequency of Response to Score				Mean Score
	1	2	3	4	
The formulation of objectives should be the first step in curriculum development and planning	0	0	10	24	3.7
A subject department cannot function properly without a clear set of objectives	0	0	16	20	3.6
Education is a life long process to which terminal goals cannot be attached	0	5	12	18	3.4
You cannot assess an educational outcome unless you are clear about your objectives	1	3	16	15	3.3
Aims and objectives are inferred from teaching activity	0	5	18	13	3.2
Educational objectives should encompass the needs of society and the needs of industry	0	3	20	11	3.2
You cannot state educational objectives to the same precision in all subjects	1	5	16	14	3.2
Each lesson should have a clear set of objectives	1	5	19	11	3.1
Objectives must be constantly re-adjusted according to circumstances	0	10	15	11	3.0
All objectives cannot be stated; teaching is too complex	5	6	8	17	3.0
Not all teachers have the time or inclination to be involved in the setting up of objectives	2	11	13	10	2.9
Prespecification prevents the teacher from taking advantage of unexpected opportunities	4	9	16	6	2.7
An educational objective is a statement of the behaviour the learner is to manifest	4	5	20	5	2.8
By focusing on short-term objectives you loose sight of the overall aims	3	12	14	7	2.7
Educational objectives should be set nationally	9	9	15	3	2.3
Low objectives may be set to avoid the danger of failure	15	12	5	3	1.9
Objectives overestimate the degree to shich educational outcomes can be predicted	0	10	20	5	2.9

SCORES: 4: to a great extent 3: to some extent
2: to a minor extent 1: not at all

The following words from a member of the Art department show, though, that, however useful or necessary objectives might be found to be, there are some teachers who believe that there is in really fine teaching something which transcends a clumsy attempt to pin that activity down to a rigid structure of aims and objectives. The process, the social interaction of teacher, pupil and subject is not one that they felt could easily be put into words:

> "You see, in the last few years we tried to get coherence in the department by us all doing the same things all at the same time with groups ... We planned it more carefully than I've ever planned it before. Although, having said that, I think a good Art teacher has a 'gut' reaction to the subject. The Art teachers I've seen and admired at work seem to have a type of almost untalked about empathy with each other.... and with the pupils as well, but if you haven't got that you've got to structure it."
>
> (B1, 042-057)

> "What I feel you're trying to do in Art, in very simple terms, is to try and stimulate the inside of a person to react to the outside world ..... You're looking at it in terms like sensitivity and perception, concepts and that sort of thing. But I think that all those are words that don't really matter unless you are stimulating the brain first."
>
> (B1, 291-301)

(2) Teachers' opinions of the collective subject statements

When the teachers in the case study school came to review the documents they had produced they made several observations which are of interest and confirmed several points already made.

(a) The high level of aspiration

"I found that the objectives were often as hopeful as aims can be and I wondered, when looking at the objectives, whether the teaching matched them and the methods of teaching."
(B16, interview 2, 003-006)

(b) The brevity of some submissions

"I found some very short - almost too short to be useful."
(B11, interview 2, 089-090)

(c) The superficiality of the analysis of the 8 areas

"Oh yes, I'd agree with that. As I've said by looking at the bald outlines of our areas of experience we see that History and Geography match up perfectly in those, but when you come to look at them more closely there are many details that don't match up, different concepts and different skills which they are using and all the rest of it."
(B4, interview 2, 403-410)

(d) Recognition of items omitted from one's own subject submission

"P.E. - It was the only department that mentioned post-school interests, I noticed. We ought to have mentioned that."
(B11, interview 2, 351-354)

"The time concept. I don't think anyone else mentioned that or emphasised it at all. I think it's a very important point and something that we've got to look at very carefully..... Children are very bad at planning."
(B11, interview 2, 618-625)

(e) The dependance of an objective on the condition or context in which it is to be achieved. This was noted by a member of the Technical department after a discussion with a member of the Art department, as both had written objectives which appeared to be very similar at first sight. The particular objective under discussion was the representation of three dimensional objects in a two dimensional form. On being asked whether or not it was appropriate to say they were both aiming for the same thing the following response was given:

"No it isn't quite. That's what worried us yesterday, because he's doing it from an Artist's point of view where in our case its in concrete form - like a container, for instance. He could draw many many containers and as long as he isn't going to make them he can really let his imagination go. But if they're going to get to the reality in the end and say we're going to make one of whatever this is - it's not so good."

(B9, interview 2, 420-429)

(f) Links between subjects

"I felt we had quite a lot in common with Art. I've said here we try to do much the same in concepts, skills and attitudes. I just read through and I thought that sounds like us! They were talking about things like form, line, shape. Well, in English you aim for this kind of thing so that children will see some kind of form to a piece of poetry, that the shape may help the meaning. I know that's Art and I'm talking about English but there are some parallels here, the movement of a piece for example, contrast and things of that nature... I was thinking with the skill objectives, you've got sensitivity, perception and communication and awareness. They are all the kinds of things you'll want in English - and the attitudes as well."

(B11, interview 2, 022-056)

(g) Variation in interpretation

In the extract immediately above, a member of the English department remarks on the fact that objectives, such as 'movement' and 'contrast', are common to both the Art and English submissions. When the parallels were persued, however, it became apparent that if objectives were stated in one word form such as 'movement' they became open to considerable variation in interpretation. As a member of the English department reflected:

"I'm talking about pace I suppose, rhythm possibly. Now he, I suppose, is talking about whether a picture is dramatic or something. That's what I think he means."

(B11, interview 2, 036-046)

When this interpretation was relayed to the Art department the difference became obvious and led to the following observation:

"I think perhaps we haven't put sufficient information down because we assumed we understand what is written

there. We assume we are talking about observed forms, observed shape, colour, texture, etc., leading onto the secondary ones of contrast, harmony, things like that. These are things that can be observed. They're all around you. They can sometimes be mental concepts as well, that you could make up. Possibly we've written these down for ourselves, rather than for the people to read. Maybe they misunderstand it or think it's not clear enough."

(B1, interview 2, 146-153)

(3) The usefulness of the analysis of the eight areas of experience

The task of assessing the contribution of the various subjects to the eight areas of experience was one for which the teachers seemed to see little 'practical' use. When asked, for instance, whether the results of the analysis could be used in any particular way one teacher replied:

"Yes, as long as you regard it as a yardstick rather than a fine millimetre rule - depends what you mean by 'use'. In practical terms it's not too easy. But it's got a use, comparing what others are doing with what you are doing, informing you rather than making you change practice. I don't think that we'd say, because in English they reckon they are adding so much of this, that, or the other, that we feel that we could reduce ours because it's being made up over there."

(Transcript Science Dept., pp 43, 44)

The suggestion that the analysis of the subject contribution to each of the 8 areas of experience could be used to assess or prescribe what could be called a 'balanced' curriculum was also treated with a certain amount of scepticism:

"There's one fundamental point about that document. It presupposes that all those.... perhaps thats a bit strong, but it appears to presuppose that all children should receive the same amount of all the different things, whereas I think some children would benefit in life and personally by a lot more

> spiritual education, because they are of that nature, genetically, or whatever, and others would benefit, as human beings, from a lot more scientific input. Obviously that's something you can't say. You're saying that they are a 'grey man' and they're not."
> (Transcript Science Dept., p 45)

As another member of staff observed:

> "It might be a useful way for someone to look at (balance), yes. But I don't think anyone is really in a position to say what sort of balance a pupil ought to have anyway. That's going to vary according to the sort of pupil."
> (B5, 350-360)

Through the use of the fixed-response questionnaire the prevalence of some of these views could be assessed. The question posed was: 'How valid and useful was the analysis of the subject contribution to the eight areas of experience?' Ten statements of what the analysis might enable teachers to do were given and respondents were asked to indicate the extent to which they thought these were possible. The results are given in Table 4.19 and show that there was a very high level of agreement between the individual responses to the items in the table but a markedly low assessment of the potential of the analysis to achieve any of the items. Not one item had a mean score at the highest level (to a great extent). It would appear that the teachers in the case study school neither regarded the analysis as providing them with any powerful criteria for curriculum planning nor did they think it a particularly helpful heuristic for analysis. Compared with the formulation of aims and objectives it had for them little practical value. This conclusion is verified in the following conversation:

Researcher: Did it give you any useful information?

Teacher: Not a lot really, no.
We knew we were dealing with aesthetic and creative elements and liguistic, obviously, and social/political elements, but I don't think thats helped us as much as the other areas we've discussed - putting down the objectives.

Table 4.19 Responses to Fixed Response Questionnaire, Case Study School

Q. To what extent does the use of the areas of experience checklist enable teachers to:

ITEM	Frequency of Response to Score				Mean Score
	1	2	3	4	
Develop a more coherent view of the whole curriculum	0	3	23	8	3.1
Co-ordinate pupils learning more effectively	1	5	17	10	3.1
Keep the balance of pupil activities in perspective	0	7	17	10	3.1
Identify gaps in the curriculum	0	6	19	9	3.1
Assess quantitatively the contribution of their subject to each of the 8 areas	1	8	17	7	2.9
Define the total experience of an individual pupil in the school	1	10	13	8	2.9
Perceive their own contribution and hence improve their morale	2	11	17	2	2.6
Provide progressive experience for pupils in all areas	3	10	18	2	2.6
Consider the more effective use of time	2	16	13	2	2.5
Prescribe the amount of learning time each pupil should spend on various subjects	5	19	7	2	2.2

SCORE: 4: to a great extent
3: to some extent
2: to a minor extent
1: not at all

Researcher: In what way has that helped?

Teacher: Oh, well, it's helped to concentrate us as a team whereas before we were working as individuals, 3 individuals within a department. We feel now that we're working much more cohesively."

(B7, interview 2, 350-360)

A comparison of these observations, made in the Phase 2 case study school, with the survey results obtained in Phase 1 is obtainable from Table 4.20 which shows the way the Phase 1 teachers responded to the various proformae including E1 and E2. On this evidence E1 is again regarded with more favour than is E2, to which the response is largely neutral.

Table 4.20

Value attached to each of the Proformae (Phase 1)

Coding:

1: Negative value/Unhelpful/Terrible/Caused difficulty

2: Neutral reaction/Uncertain/Very little gain

3: Reasonable/Acceptable/Not a new idea, the usual approach/ Not entirely satisfactory, but difficult to suggest a better method

4: New idea/Helpful/Useful/Good

Proformae	Frequency of Response to Code :			
	1	2	3	4
E1	3	19	37	38
E2	24	40	24	19
W2	33	44	7	5
S1	33	43	7	4
P1	10	42	5	5
W1	1	4	1	3
S2	-	5	4	1
P2	-	4	1	1
W3	-	2	-	2

(4) The benefits of undertaking the analysis of the individual subjects

(i) Benefits experienced in the case study school.

A number of benefits of undertaking the analysis were mentioned by teachers in the case study school. They fell into several broad categories, which are listed below, with examples.

(a) stimulus for action

> "It's quite a good idea actually to force people, put a bit of pressure on people to look at the way they're teaching because most people, being like most humans, if you can procrastinate, you tend to. You find something more immediate that requires your urgent attention."
>
> (B11, 013-017)

(b) initiation of curriculum documentation/analysis

> "Our kind of people, our generation, tend to be more practical in the sense that they do and they write it down if they have to, almost. They know what they want and what they're steering for but, if you want to put it in evidence, then we do need to write it down more. We did find that very useful because it really makes us think about it and why we were doing some things."
>
> (B9, interview 2, 390-402)

(c) revision of documentation

> "It's worthwhile in the sense that we had to stop and look at our aims and methods again and objectives. We did discuss them. We did go through again and see whether we still thought that the objectives we put down originally were....."
>
> (B4, interview 2, 240-244)

(d) valuable discussions/collaborations

> "The discussion was useful on how individual members of the department weight their lessons, particularly with regard to social and possibly ethical. We had quite an interesting discussion."
>
> (B11, interview 2, 692-700)

> "The value of this was that we all got together and we thought about the way we were doing things and what we were aiming for."
>
> (B7, interview 2, 013-015)

> "We had sundry meetings, departmental meetings, which in themselves, I think, were valuable because it made us look at what we were doing and look very hard. And it made us argue about what we were doing when we were doing it.

There are some things in my scheme of work that they took issue with, which I think is good. But I had to push them to take issue with it!

We did find it valuable and it did make us think and it did make us pool all the different things that we do because, although they use my scheme of work as a framework, we all tend to work in vaguely different ways and we found that we could pool things."

(B8, interview 2, 255-296)

(e) the In-House conference

"Yes, that was very good, yes. I thought that was excellent, that day we had when linked together and saw one another's viewpoint. Yes, that was very good."

(B4, interview 2, 378-381)

(f) new perspectives on subjects

"There was a lot of talk about it soon after, in the staff room mainly. We got engaged in a number of conversations over that with various Heads of Department. The Head of Social Studies and the Head of Art in particular. The comments, of course, were on the areas of experience, the business of where we felt we'd fitted in. A lot of people expected us (the Technical Department) to be top of the shop on creative every time and of course when they looked they found we weren't number one every time there."

(B9, interview 2, 533-572)

(g) links within faculties were confirmed

"I learned that we linked up very closely. This E2, the areas of experience and the way we listed those, I thought we linked up very closely in that and you can see why it is a department with these three subjects in it. In saying that they're linked, I wouldn't, I couldn't, 'lump' them so closely together that we could make them into one subject. I still think they teach different things and different skills. In those areas of experience, 'social/political' and 'linguistic' are the same for history and geography, but within those ..... Those are very broad bands, aren't they?"

(B4, interview 2, 271-290)

(h) the justification and presentation of the case for a given subject

"Another sort of bonus, I suppose, is the fact that, given a clear curriculum that's been thought out and looked at, you are in a better position in the future to justify, in terms of cash or resources, keeping that sort of curriculum. It's a way of protecting you perhaps."

(B6, 053-056)

The case study school was formed by the amalgamation of two Secondary Modern Schools nearly four years ago. Since then the amount of time devoted to Craft subjects had decreased considerably. If the status of these subjects was open to negotation then any curriculum statement of intent might offer a means by which the department could state its case:

> "We are having to work hard to try and change the image, not just for the sake of change. There is a certain amount of pride and status... I feel that we are part of the core curriculum as stated in recent months and I think for the right reasons. But what it needs is administrative staff within the schools actually appreciating what it is we are doing. That's why this is of value to us at the present time. It's enabling us to present this kind of case."
>
> (B9, interview 2, 501-516)

(i) the recognition of duplication

> "Because we've published documents like that, when I've now read other departments' through, I've found many common areas and maybe we could drop some of them. There's so much duplication in some cases ..... Kids are being saturated. Are they being saturated to such an extent that they're not really taking any more in? And therefore it might be better, even on those grounds, not to do too much of that. You tend to do it in your own area thinking, well, nobody else is doing it so I've got to do it. But because we've got that kind of document now....."
>
> (B9, interview 2, 517-533)

(j) identification of gaps in curriculum provision

> "We were actually, I suppose, for the first time, asked to put into print to some degree our main objectives here and what we did, the way we went about it. I was quite concerned about the fact that we should actually put down what we do not what we think we should do, but actually what we do, because I'm fairly convinced that the main thing we're going to get out of this is to see the gaps. There's no point in patting yourself on the back about what you do without realising there might be areas you're not actually touching."
>
> (B1, interview 2, 068-074)

(ii) Comparison with the benefits mentioned by Phase 1 teachers

In the schools in Phase 1 of the exercise, a number of benefits were frequently mentioned. These are recorded in Table 4.21. Several were similar to those

Table 4.21 Benefits of CRAG. (Phase 1)

Frequency of Mention

BENEFITS	FREQUENCY
Meetings / discussion of curriculum / Provision of information within departments	33
Meetings / Exchange of ideas or information with colleagues from other departments within the school	40
Meetings / Exchange of ideas or information with colleagues from other schools	55
Meetings / Exchange of ideas or information with HMI / LEA advisers	11
Analysis / increased understanding /documentation of own subject / curriculum practice / theory	76
Increased understanding of whole curriculum issues e.g. balance (8 areas), assessment, common core, records	50
Exposed weakness / gaps / duplication in existing practice / curriculum provision	25
Reinforced / justified existing practice / Increased self-confidence	30
Increased awareness of need for (continual) review of curriculum practice / provision	10
Literature related to the project was valuable	8
A positive effect of classroom teaching	16
Helped establish authority of (new) HOD/ Management training	12
Integrated / united department / staff / Increased involvement of staff in curriculum deliberation / Increased collegiate accountability	15
Stimulated action / acted as a 'trigger'	38
Quedos / recognition for the school / department	12
Provided material for inclusion in curriculum vitae / Helped promotion prospects	3
Drew attention to individual pupils needs / perspectives	6
Helpful in planning new courses / for new teachers	6
Drew attention to needs of industry	8
Other	4

mentioned in the case study school, such as the value of discussions and of increased understanding of one's own subject area. A list of the most frequently recorded benefits from Phase 1 was drawn up and the teachers in the case study school were asked to state, on a 4 point scale, the extent to which they felt they had experienced benefit from the items listed. The results are given in Table 4.22.

Two points emerge from Table 4.22. Firstly there appears to be relatively little correlation between the frequency with which the benefits were mentioned in Phase 1 and the extent to which they were experienced in the case study school. Secondly, with the possible exception of departmental discussions, the extent of the benefits noted is remarkably low. This may be, in part, because teachers in the case study school had only been involved in the exercise for six months when they completed the questionnaire, in contrast to those in Phase 1 who had been involved for a period of over two years in completing their analyses. Their opportunities to engage in discussions with other departments and with other schools had been, therefore, correspondingly fewer. However, as members of many departments had effectively completed the analysis of their curriculum provision, the low score on such items as: "Increased understanding of your own subject area" must be noted. As for cross-curriculum deliberation, the staff in this case study school felt that this would come - it was just a matter of time:

> "I'm not worrying too much about this linking because I think it is going to come out of it - the linkung with each others' departments and I think that as a school we are going to learn a lot more. A lot more is going to come out about how we teach, who teaches what and how we can link and whether we are overlapping."
> (B4, interview 2, 381-387)

> "We've not come to meet very much with other areas - only through the publication of the total document. We haven't actually got together with, say, the Social Studies area. It's very early stages yet, isn't it? It's been going, what, about six months? I expect that will come later on."
> (B11, interview 2, 154-180)

Table 4.22. Questionnaire Responses - Case Study School

Q: To what extent have you experienced benefit from the following during the CRAG enquiry?

Item	Phase 1 Frequency	Case Study School Frequency of Response to Score:				Mean Score
Meetings within departments	33 (27%)	4	3	10	13	3.0
Meetings with other departments	40 (32%)	19	3	6	0	1.5
Meetings with teachers from other schools	55 (44%)	12	2	5	7	2.3
Meetings with HMI/LEA Advisers	11 (9%)	10	9	9	0	2.0
Increased understanding of your own subject area	76 (61%)	6	8	15	3	2.5
Increased understanding of whole curriculum issues	50 (40%)	5	5	20	3	2.6
Confirmation of existing practice	30 (24%)	4	7	16	2	2.6
Informal discussions in the school	-	2	10	15	3	2.6

Scores: 4: to a great extent
3: to some extent
2: to a minor extent
1: not at all

(5) Curriculum Outcomes

(a) Although the case study school had only completed a fraction of their curriculum reappraisal programme, the effects were being felt. Members of staff from all the contributory primary schools were invited to attend the In-House conference in the case study school. Links were established, particularly in English, and led to a series of meetings. The arrangement is described in the following conversation:

> "I felt really the meeting we're having tonight on reading, although it's not labelled ....,is something that has come from it and the meeting with the Adviser and the primary schools. That is something I'm sure that has come from it. All the primary schools have got the first part of our syllabus, which states the kind of teaching that goes on in the first two years. They've also got our reading list with..... the idea that..... I don't think they'll be actually told "hands off those books", but perhaps they'll get that message."
>
> (B11, interview 2, 154-180)

(b) The barriers between one or two departments seemed to have been gradually eroded. In the English departmental meetings, the Head of Department reported:

> "I'm now getting departmental meetings where someone from the Supplementary Education department usually comes along. The librarian usually comes and if there were any other departments where it was necessary, I'd try and get them to come in. Now at one time that didn't happen. It was just English. It's a gradual process, I think. You can't snap your fingers and..... There'd be a reaction against it if you decreed that this would happen. On the other hand people can usually be persuaded to slide into things. They'll usually find themselves there and involved before they've had time to say no."
>
> (B11, interview 2, 227-238)

(c) Two departments, the Art and the Technical departments, came together to see how their courses complemented one another:

> "The Head of Art and I were asked together yesterday to look at some common aims. Now, there are a number of areas where a number of subjects get together, and if you look at the whole of what a child receives there are many duplications. Perhaps in some cases we could almost do without

odd little bits. Maybe we could look at ours and say, well, a number of people are doing that already, so do we really need to?"

(B9, interview 2, 404-414)

(d) 'Zero' outcomes

Many of the teachers found the exercise produced information which was neither unexpected nor controversial. They regarded their departmental submissions merely as summaries of their own records:

"I think it was more a record than anything else. I don't think there was anything new that came out of it, really."

(B4, interview 2, 478-481)

"I suppose it helps me to understand what (other departments) think is important to them, if I didn't know that already. I think I do know, to a large extent. I might be wrong, but having looked through these things..... there were one or two cases where I was quite surprised by them. There were one or two cases where I was mildly surprised, but there were most cases, I suppose, where I could completely understand why they've come to those decisions. Therefore, in most cases it was probably rather predictable to me. If a thing is predictable it's sometimes not a lot of use to you, you know. If you've got something you knew was happening anyway, well, it might serve to reinforce your ideas."

(B1, interview 2, 399-413)

When asked later to comment on the benefits which were listed, the staff in the case study school added the following:

"The Heads of Department did benefit from meeting other Heads of Department. However, have the ideas been truly discussed with their departments?
E1 and E2 made us rethink our aims and objectives more thoroughly. It was a good starting point to get us all talking on familiar ground. To complete the eight areas of experience made us realise our contribution to a pupil's full education.
Most staff were affected by the outcomes - they read the documents and inwardly digested them. They either confirmed their ideas or set up new trains of thought."

"Maybe some wouldn't like to admit your understanding of your own subject can be increased! But mine did! Most staff were affected by the outcomes but not in a measurable way. Sometimes they confirmed our thoughts, but they also gave new ideas."

"(The reappraisal) was externally imposed, but most people felt there was a need for it. There were some things on our minds to be tackled, for example, assessment and the reappraisal looked like a package that could be helpful and would allow the school to benefit from the experience. It's like somebody else's lesson notes. You do what you like with them but it's better than starting with nothing."

"People think they know their own subjects well, but there have been some changes. One outcome has been pupil profile cards, although this was after you withdrew. There have been changes in the teaching because of E2."

"It did give us more insight into the other departments, when I read what they wrote."

(Review Transcripts)

Other than these comments there was general assent to the benefits already mentioned.

4B. Summary

The following represent a summary of the observations made and the opinions expressed by those involved in the project.

1. The origins of the exercise can be associated with expressions of general dissatisfaction emanating for the most part from politicians and the DES.
2. The need for the project appeared to be felt most strongly by HMI and members of the LEA advisory service and least by the teachers in the schools.
3. There appeared to be little dialogue or negotiation on the need for the project between the various groups involved before the project was implemented. This did not seem to have been a major source of concern for staff in the case study school.
4. There appeared to be a considerable discrepancy between the aspirations of the various groups involved in the project.
5. Criteria for the reappraisal procedure were mentioned only in general terms and were not the subject of discussion during the reappraisal.
6. No alternative methods of reappraising the curriculum were considered; schools were expected to adapt the methods offered to fit in with any procedures they had already adopted.
7. There appeared to be a multiplicity of aims for the project and these were defined only in general terms.
8. The case study school was able to use the project as a means of establishing curriculum links with its primary feeder schools.
9. There was greater flexibility in Phase 2 than there had been in Phase 1 and therefore less consistency in the procedures adopted by the schools in Phase 2.
10. There was considerable criticism of the amount of help and support offered to the schools by the LEA advisers and HMI, particularly in

Phase 1. The teachers in the case study school believed the amount of support was kept deliberately low so that they would have to accept responsibility for the process of reappraisal in their own school.

11. As the programme was implemented, its progress was aided by unofficial leaders in the case study school who devoted much time and energy to the project.

12. The barrier rated as the most serious by the staff in responding to the task of curriculum reappraisal was the pressure from politicians on curriculum policy, but this was open to a wide range of interpretation.

13. Considerable concern was expressed in the case study school over the lack of any clear plans for implementing the process of reappraisal.

14. Members of departments, such as P.E. and Music, which have a major and regular commitment to extra-curricular activities find it particularly difficult to get together for curriculum review.

15. There seemed to be no particularly convenient time in the school calendar in which to undertake a major project involving all the staff.

16. A number of teachers in the case study school were concerned that the project represented a threat to their subject or that it might have little or no impact, whilst others were worried that their involvement might have a negative effect on their day to day work with pupils.

17. Most general procedural problems encountered by the teachers in the task of reappraisal referred either to the lack of common understanding and interpretation of words and phrases or to confusions over how to apply the analysis to extra-curricular activities, integrated courses etc. The relationship of the subject statement to the eight areas of experience was also questioned.

18. Most subject departments referred to difficulties encountered in trying to separate knowledge, skill, concept and attitude objectives.

19. Because of difficulties encountered, few departments completed their analysis on a year basis. Some split the subject into themes, others into stages of attainment.

20. A number of teachers found the framework restrictive in that it focussed attention on the teaching of subjects and not the education of the whole child.

21. There appeared to be considerable variation in the interpretation of what counted as a contribution to each of the eight areas of experience.

22. Members of some departments found some of the areas did not include or emphasise matters which they thought important and they therefore defined new areas which they then used. The comparison of departmental returns therefore became problematic.

23. Most of the teachers in the case study school supported the formulation of objectives as the first step in curriculum development and planning. They felt this was necessary in order to enable departments to function properly.

24. Some staff queried the status of departmental statements as a true representation of curriculum intent.

25. There appeared to be considerable scepticism over the practical value of the 'eight areas' analysis in planning or co-ordinating a school's curriculum provision.

26. The curriculum reappraisal project was found to be beneficial to many teachers in that it promoted discussion and caused the teachers to review many of their curriculum intentions. It also afforded to members of some departments a means whereby they could justify and present the case for the inclusion of their subject in the school's curriculum.

27. One of the principal benefits gained by Heads of Department in Phase 1 was the attendance at meetings organised by the LEA, where they were

to establish contact with their opposite numbers in other schools. In contrast, the meetings held with other schools in Phase 2 seemed to have been very unsatisfactory.

28. The collected departmental statements appeared to enable teachers to note some duplications and gaps in curriculum provision, but appeared to do little to increase the teachers' understanding either of their own subject area or whole-curriculum issues in Phase 2, whereas these had been very frequently noted as benefits in Phase 1.

29. As a result of their involvement in the project, one department in the case study school was able to establish and sustain curriculum links with the primary feeder schools. Members of one department also started to attend meetings of another department with which they had already established informal contact.

4C. Environmental Factors

In this section the contextual factors which have potential to effect the curriculum reappraisal are explored. This type of investigation was not possible for Phase 1 and all the evidence presented here therefore comes from the Phase 2 case study school.

The following factors are considered in order:

1. Constraints on curriculum planning
2. The school organisation
3. The management style of the school

4C.1 Constraints on Curriculum Planning

It has already been observed that the teachers in the case study school seemed to think that the method of analysing their curriculum, which used the eight areas of experience, lacked any great potential as a criterion for judging priorities within subjects. Doubts were also expressed about the amount of new and useful information to be gained from statements of aims and objectives. In view of this, it was thought that it could be instructive to enquire what factors the teachers did take into account in the planning and execution of their curriculum. The method adopted was as follows. Questions were devised to assess the relative importance to the teachers of a number of factors which could affect, firstly, their choice of a teaching course or project and, secondly, the planning of the teaching in the classroom. The factors which were chosen are listed in Tables 4.23 and 4.24. These factors were derived from a number of sources, such as Taylor's (1970) study of the way teachers plan their courses. as well as comments previously collected from teachers in both Phases of the curriculum

reappraisal. The teachers in the case study school were asked to indicate, on a four point scale, the extent to which they felt they took account of each of the factors listed and to indicate also which five factors of these they considered most significant. They were further asked, in a separate question, to write down any other factors they felt were important, but which had not been included in the given list.

Tables 4.23 and 4.24 give the frequencies of response to each score for the factors, plus the average score for each factor. Some of the factors were thought likely to be more important to the members of some departments than others, so the average scores for each factor from the eleven departments of the school are also given. The responses obtained for some factors were indeed found to vary with department but, for reasons of space, the individual scores for each department have not however been included in the table. In the analysis of these results, the rank order of the factors produced by each department was calculated and the resulting tables were analysed using the Friedman two-way analysis of variance. The results showed a significant ($p<0.001$) variation from that expected for both tables if the rank orders given to each factor by the various departments were essentially the same.

It is interesting to note that the tables show that for all departments the factor considered to be most important both in choosing and in implementing a course was 'the abilities of the pupils'. Indeed the top three items in both tables are factors associated with pupils, their abilities and interests, their mastery of the subject and skills they need in every day life.

In view of these results it has to be asked whether it was appropriate to

Table 4.23 Factors Involved in Choosing a Course or Project to Teach

Overall Rank Order	Factor	Whole School						Mean Score (Departmental)										
		Frequency of Score					Mean Score	English	Maths	Science	Technical	Soc. Studies	Art	Music	Mod. Lang.	Remedial	P.E.	Business
		5	4	3	2	1												
1	The abilities of the pupils	13	13	5	0	0	4.3	4.0	4.3	5.0	4.0	4.5	4.0	4.0	4.0	4.0	3.5	5.0
2	The anticipated interest and/or enjoyment of the pupils in the course	10	8	10	0	0	4.0	3.6	4.3	4.0	4.4	3.3	5.0	-	4.0	4.0	4.0	4.0
3	Skills pupils will need to cope in every-day life	10	10	9	1	0	4.0	4.2	3.3	4.0	4.8	4.3	4.0	3.0	3.0	4.0	2.5	4.0
4	The rigour / validity / challenge of the course	7	13	8	1	1	3.8	4.0	3.0	4.4	3.6	3.3	4.0	4.0	3.0	4.3	3.5	3.0
5	The contribution made to the full development of the individual pupil	6	12	5	6	0	3.6	4.0	3.3	3.0	3.4	4.0	4.0	-	2.0	4.0	4.0	4.0
6	The enthusiasm of colleagues for the course	10	5	11	1	3	3.6	3.2	2.3	3.4	3.8	4.7	5.0	4.0	5.0	4.0	4.0	1.0
7	Meeting the vocational needs of pupils	5	8	12	3	0	3.5	3.8	3.3	4.0	3.6	3.0	3.0	-	3.0	4.0	2.5	4.0
8	The external examination syllabus requirements	11	7	8	0	6	3.5	3.2	4.0	4.3	3.6	3.8	3.0	4.0	5.0	1.0	1.0	5.0

Table 4.23 Factors Involved in Choosing a Course or Project to Teach (Cont. 1)

Overall Rank Order	Factor	Whole School						Mean Score (Departmental)										
		Frequency of Score					Mean Score	English	Maths	Science	Technical	Soc. Studies	Art	Music	Mod. Lang.	Remedial	P.E.	Business
		5	4	3	2	1												
9	Relationship of the course to the interests of the pupils	8	5	12	4	1	3.5	3.0	3.7	3.5	3.6	3.0	5.0	3.0	4.0	4.3	5.0	4.0
10	Development of understanding of society	4	7	9	4	3	3.2	3.4	2.3	3.7	3.2	3.7	4.0	-	2.0	4.0	1.5	3.0
11	The cost of providing new back up resources	3	7	14	4	2	3.2	3.0	2.0	3.4	4.0	3.7	2.0	3.0	5.0	3.3	2.5	3.0
12	The flexibility of the course	2	10	6	10	0	3.1	2.8	2.7	2.5	3.2	2.7	5.0	-	2.0	4.0	3.5	4.0
13	The availability of suitable existing resources	3	2	17	7	0	3.0	3.4	3.0	2.8	3.0	2.3	3.0	3.0	5.0	3.0	3.0	3.0
14	The capability of staff to handle the new material	2	7	11	5	3	3.0	2.6	2.7	3.3	3.8	3.0	4.0	-	4.0	2.0	3.5	1.0
15	Skills or attitudes you think are required for industry	1	6	14	7	1	3.0	2.8	2.7	2.8	3.2	3.0	3.0	2.0	3.0	3.7	2.0	5.0

Table 4.23 Factors Involved in Choosing a Course or Project to Teach (Contd. 2)

Overall Rank Order	Factor	Whole School						Mean Score (Departmental)										
		Frequency of Score					Mean Score	English	Maths	Science	Technical	Soc. Studies	Art	Music	Mod. Lang.	Remedial	P.E.	Business
		5	4	3	2	1												
16	Relationship with leisure interests / hobbies of pupils	4	1	15	7	2	2.9	2.6	2.0	2.8	3.2	2.8	5.0	-	3.0	3.0	4.5	2.0
17	The interests of the teaching staff	2	6	12	9	2	2.9	2.6	2.0	2.8	3.2	3.7	3.0	4.0	4.0	2.3	3.5	2.0
18	The cost of the course material	1	4	15	7	2	2.8	2.0	2.0	3.2	3.2	3.3	3.0	-	4.0	3.0	2.5	3.0
19	The skills requested by industry	3	1	15	6	4	2.8	2.2	3.0	3.0	3.6	2.3	3.0	2.0	1.0	2.3	1.0	5.0
20	Support of the senior management team for the course	1	5	11	9	3	2.7	3.2	2.3	2.5	2.8	3.3	4.0	2.0	1.0	2.3	1.5	5.0
21	The suitability of existing accommodation	0	5	11	11	1	2.7	2.4	2.3	2.8	3.2	2.3	4.0	-	4.0	2.0	3.0	3.0
22	Interconnection with other subjects / courses	2	2	11	11	2	2.7	3.2	3.0	2.0	2.6	2.3	3.0	-	2.0	3.0	2.5	3.0
23	Development of skills needed in other subject areas	1	3	11	10	3	2.6	3.0	2.7	2.0	2.8	2.3	4.0	-	2.0	2.0	2.5	4.0

Table 4.23 Factors Involved in Choosing a Course or Project to Teach (Contd. 3)

Overall Rank Order	Factor	Whole School						Mean Score (Departmental)										
		Frequency of Score					Mean Score	English	Maths	Science	Technical	Soc. Studies	Art	Music	Mod. Lang.	Remedial	P.E.	Business
		5	4	3	2	1												
24	The opportunity to change ones style of teaching	0	3	13	9	4	2.5	2.4	2.7	2.5	2.4	2.7	3.0	2.0	3.0	3.0	3.0	2.0
25	The amount of teaching material provided by the course	1	0	13	11	3	2.5	2.2	2.7	2.5	2.0	2.3	3.0	-	5.0	2.0	3.0	3.0
26=	The amount of preparation required to implement the course	1	4	9	8	8	2.4	2.4	3.0	2.8	2.4	1.0	4.0	3.0	3.0	1.0	3.0	3.0
26=	Recommendations from LEA advisers or obtained on in-service courses	2	0	12	10	6	2.4	2.4	2.0	2.8	2.2	2.7	3.0	3.0	3.0	1.0	1.5	3.0
28	Development of understanding of industry	2	2	5	10	7	2.3	1.8	2.0	2.3	3.8	2.3	3.0	-	1.0	2.0	1.0	4.0
29	The reported degree of success in other schools	2	1	7	13	7	2.3	2.6	1.0	2.4	2.6	1.7	3.0	2.0	5.0	1.0	2.5	4.0
30	The similarity to present teaching methods	1	0	8	11	8	2.1	1.8	1.5	3.2	2.2	1.3	3.0	2.0	3.0	1.0	2.3	3.0

SCORES: 5: most significant 4: to a great extent 3: to some extent 2: to a minor extent 1: not at all

Table 4.24 Factors Involved in Planning the Teaching of a Certain Course or Subject

Overall Rank Order	Factor	Whole School						Mean Score (Departmental)									
		Frequency of Score					Mean Score	English	Maths	Science	Technical	Soc. Studies	Art	Music	Mod. Lang.	Remedial	P.E.	Business
		5	4	3	2	1												
1	The level of ability of pupils in the class	18	10	5	0	0	4.4	4.2	4.0	4.5	4.0	4.33	5.0	4.0	5.0	5.0	4.5	5.0
2	The range of pupil ability in the class	16	9	7	0	0	4.3	3.8	4.0	4.5	4.7	3.5	5.0	5.0	4.0	4.7	3.5	5.0
3	The needs of the pupils to master certain skills, concepts or knowledge before moving on to another part of the course	11	10	7	2	0	4.0	3.8	4.7	3.8	3.8	4.3	5.0	5.0	2.5	4.0	4.5	4.0
4	Statements of concepts, skills, attitude or knowledge the course is aiming for	9	8	9	3	0	3.8	4.8	3.0	4.0	3.7	4.3	4.0	4.0	2.5	3.0	3.5	4.0
5	The teaching methods employed in the course	6	8	11	3	0	3.6	3.5	4.0	3.4	3.7	3.0	4.0	3.0	3.5	3.0	3.5	4.0

Table 4.24 Factors Involved in Planning the Teaching of a Certain Course or Subject (Cont. 1)

Overall Rank Order	Factor	Whole School						Mean Score (Departmental)										
		Frequency of Score					Mean Score	English	Maths	Science	Technical	Soc. Studies	Art	Music	Mod. Lang.	Remedial	P.E.	Business
		5	4	3	2	1												
6=	The external examination syllabus	12	5	8	1	6	3.5	3.6	4.7	3.8	4.0	4.0	2.0	5.0	4.5	1.0	1.0	4.0
6=	The number of periods allocated to the subject	5	9	12	4	0	3.5	3.3	3.0	3.6	3.7	3.0	3.0	2.0	3.5	4.7	4.0	3.0
8	Methods of judging the effectiveness of the course	4	11	9	4	1	3.5	3.8	4.0	3.0	2.7	3.5	4.0	4.0	4.0	4.0	3.0	4.0
9=	Comments and suggestions of colleagues	3	11	13	3	1	3.4	3.4	4.0	3.0	3.0	4.0	4.0	4.0	4.0	2.3	3.5	3.0
9=	Methods of assessing pupil progress in the course	4	10	11	6	0	3.4	3.5	3.7	3.0	3.0	3.7	5.0	4.0	3.5	4.0	2.5	3.0
11	Statements in the departmental syllabus or scheme of work	6	7	10	4	2	3.4	4.0	3.7	3.5	2.5	5.0	4.0	2.0	1.5	4.0	3.0	5.0
12	The time needed for various parts of the course	3	9	13	5	0	3.3	3.3	3.3	3.0	3.7	2.0	3.0	4.0	3.0	4.0	4.0	3.0

Table 4.24 Factors Involved in Planning the Teaching of a Certain Course or Subject (Cont. 2)

Overall Rank Order	Factor	Whole School						Mean Score (Departmental)										
		Frequency of Score					Mean Score	English	Maths	Science	Technical	Soc. Studies	Art	Music	Mod. Lang.	Remedial	P.E.	Business
		5	4	3	2	1												
13	The number of pupils in the class	6	5	12	6	1	3.3	3.4	2.3	3.4	3.8	2.0	3.0	4.0	2.0	3.0	4.0	5.0
14	The ordering of the subject matter	2	9	13	5	1	3.2	3.0	3.7	3.6	3.0	3.0	3.0	3.0	2.5	4.0	3.0	2.0
15	Accommodation, i.e. rooms available and their location	8	4	9	7	4	3.2	2.8	2.0	3.3	4.0	1.5	3.0	5.0	4.0	2.0	4.5	3.0
16	My own knowledge of the subject matter of the course	2	10	14	5	2	3.2	3.8	2.7	2.8	2.8	3.0	4.0	3.0	4.5	2.3	3.5	4.0
17	The special interests of teachers in the department	2	6	15	6	0	3.1	3.3	2.3	3.4	3.3	3.5	4.0	3.0	3.0	2.3	3.5	-
18	Suitable resources already available	1	10	11	8	0	3.1	3.0	3.0	3.8	2.7	2.5	4.0	3.0	4.0	2.7	3.5	3.0
19=	The arrangement of periods allocated to the subject	2	9	10	7	2	3.1	2.8	2.3	2.4	3.5	1.5	3.0	3.0	3.5	4.0	4.0	5.0

Table 4.24 Factors Involved in Planning the Teaching of a Certain Course or Subject (Cont. 3)

Overall Rank Order	Factor	Whole School						Mean Score (Departmental)										
		Frequency of Score					Mean Score	English	Maths	Science	Technical	Soc. Studies	Art	Music	Mod. Lang.	Remedial	P.E.	Business
		5	4	3	2	1												
19=	The relationship of the course to other courses in my subject area	3	4	15	6	1	3.1	3.0	3.3	2.8	3.0	5.0	2.0	3.0	2.5	3.0	4.0	3.0
21	The capabilities of staff (including health)	5	6	6	9	4	3.0	2.6	2.7	2.2	3.5	3.5	4.0	5.0	2.5	2.3	4.0	-
22	The time needed to prepare material for course work	0	6	14	8	1	2.9	3.3	3.0	2.5	2.5	2.5	3.0	3.0	4.0	2.3	3.0	4.0
23	The special interests of pupils	2	1	16	8	3	2.7	2.6	2.7	2.5	2.3	2.0	5.0	3.0	3.5	2.3	3.0	3.0
24	The availability of supplementary material in the department	0	1	19	9	1	2.7	3.0	3.0	2.6	2.3	3.0	3.0	3.0	3.0	2.3	2.0	3.0

Table 4.24 Factors Involved in Planning the Teaching of a Certain Course or Subject (Contd. 4)

Overall Rank Order	Factor	Whole School						Mean Score (Departmental)										
		Frequency of Score					Mean Score	English	Maths	Science	Technical	Soc. Studies	Art	Music	Mod. Lang.	Remedial	P.E.	Business
		5	4	3	2	1												
25	Comments and suggestions in articles or books	0	0	18	12	1	2.6	2.8	2.3	2.6	2.5	2.0	3.0	2.0	2.5	2.3	3.0	3.0
26	Time for marking pupils' work	1	4	6	13	7	2.3	2.4	2.0	2.6	1.8	1.5	3.0	3.0	3.0	1.7	1.5	4.0
27	Suggestions from the relevant LEA adviser or encountered on in-service courses	0	2	9	14	5	2.3	2.8	2.0	2.4	2.2	3.0	2.0	3.0	3.0	1.0	2.0	2.0

SCORES: 5: most significant 3: to some extent 1: not at all
4: to a great extent 2: to a minor extent

ask teachers to analyse their curriculum without at the same time asking them to take into account the variation in pupil ability. A scheme which involved the grading of aims and objectives could perhaps have covered this point. But little or no consideration was, in fact, given to the questions of whether there were aims and objectives which applied to all pupils and of whether the aims and objectives which applied, for example, to pupils with high academic ability were the same as those for pupils of high musical or artistic ability. Should the teachers have been asked to differentiate and if so how? Many questions such as these remained unanswered, although many were raised by the participants in the reappraisal programme. Over the period of seven years to date since the start of the reappraisal programme, there has been no real attempt made to provide a framework for this type of analysis.

The responses of the teachers to these lists of factors in Table 4.23 and 4.24 revealed some differences between departments, many of which might have been expected, but a few of which were surprising. External examination requirements, naturally enough, were thought to effect the planning of courses in most departments except Remedial and Physical Education, in which pupils did not sit external examinations. An unexpected response was obtained, in contrast, for the factor 'the numbers of pupils in a class' which was thought to be fairly important in most departments yet received only a relatively low rating from the social studies, maths, and modern languages departments. Is there a common feature to the classroom organisation in these departments which might cause this and, if so, what? There seems to be no simple explanation. Members of the Art Department rated 'the special interests of pupils' very highly compared with other departments, but 'the relationship of the course to other courses in my area' was thought by them to be relatively much less important. These are perhaps more comprehensible, for the artist has special talents and Art is not often

grouped with other subjects in the way that, for example, the Humanities are. Thus, though a number of factors appeared to be of concern to all teachers irrespective of department, there were a number which were subject specific. The point is that an understanding of the differences and similarities between departments in the way they organise their courses did enable several factors constraining the choice and execution of courses to be pinpointed. Unfortunately, a study of the constraints controlling the organisation of the curriculum was never a part of the curriculum reappraisal programme. On wonders, for example, if external examinations were felt to exert such a powerful influence, how reasonable it was to ask teachers to state their aims and objectives without documenting simultaneously the constraints that the examination system imposed, so that these could be studied and assessed.

Through conversations in the school, it became apparent that many of the teachers were indeed very conscious of this and other constraints, a few of which are outlined below. The conversations served to confirm, qualitatively, some of the quantitative evidence. For example, confirmation of the importance of the level and range of pupil ability was readily available from the teachers. It was frequently linked to the reorganisation and planning of courses through the school's policy of mixed ability teaching. Although many teachers were in favour of this policy, drawbacks were also noted for, as one teacher observed:

> "In mixed ability groups, the majority dictates the needs."
>
> (B1, 149-152)

Confirmation was also forthcoming on the influence of the external examination syllabus:

> "The exam. syllabus as such tends to be accepted and, although people obviously teach it in their own way, the actual content and many of the methods of approach are dictated."
>
> (B6, 357-367)

The pressures exerted by members of society and by those in industry were felt to be particularly important by some members of staff. This is interesting in view of the relatively low score given to the factors 'development of an understanding of industry' and 'skills and attitudes required for industry' in the list of factors involved in choosing courses. In fact the quotations show that the requirements of industry were seen as competitors in the conflict of interests on the curriculum, emanating from parents and other members of society:

> "It's the constraints! If some of those could be removed or at least accepted generally, that would help. If people accepted the constraints in Science teaching in terms of resources, the expectations of any department, no matter what it is, to maintain improving standards irrespective of the constraints placed upon it .... Industry wants certain things; other people want certain things. Schools have to serve many masters and nobody except the teachers seem to come across the constraints."
>
> (B1, Interview 2, 417-436)

> "E2, to use as a planning tool for the curriculum? It might be, but I think that there are so many other pressures on those who organise a curriculum. I doubt it very much.
>
> If it was organised in that way, it might not fit in with society's understanding of what a school should be, or the parents' understanding."
>
> (B9, Interview 2, 043-049)

The blunt answer 'cash' was given by one member of staff in response to the open question asking if any factors had been omitted from the original lists! It should be understood that, at the time the teachers undertook the reappraisal, the recession and the effects of falling rolls were uppermost in many of their minds. Although the cost of course material did not feature high on the list of factors involved in choosing a course, the worries over financial stringency and cutbacks in numbers were very much in evidence in the following remarks:

"Present circumstances are going to affect us yet again - falling rolls. We are likely, we know very well at the moment, we are expected to reduce in size (as a department). Now whether we can offer what we're offering now with fewer people or with larger groups..."

(B9, 087-091)

"I think, to be honest, that we'll just return to what we've had before. I think there's other pressures, i.e. redeployment of teachers, teachers dropping out, having to be redeployed, which I think might unfortunately be a stronger influence that any this assessment might have."

(B1, 149-152)

A list of some possible constraints, culled from conversations in both Phases of the programme, was prepared and included in the fixed response questionnaire. Teachers in the case study school were asked to indicate which of the factors listed made for real difficulty in achieving the aims of their teaching. The results are given in Table 4.25.

The pressure of administrative and pastoral responsibilities and inadequate time for planning and preparation were the two most highly rated constraints among a list of many items mentioned by a relatively large proportion of the staff. Interestingly, these did not feature particularly highly in either Table 4.23 or Table 4.24. Maybe they were problems the teachers recognised, but knew they were inevitable. They did not, therefore, seem to influence the direction in which the teachers were trying to change, although they may have affected the rate at which change could be brought about. The next most frequently mentioned items nearly all related directly to the classroom, viz.. the number of pupils in the class and their attitudes, the size and design of classrooms, the school policy on class organization, etc. and the school timetable. Practical issues such as these were unlikely to surface from an analysis using the areas of experience, or a statement of aims and objectives. They could, however,

Table 4.25 Constraints Experienced in Planning

	Frequency
Form of school timetable	14
Provision of storage space	8
Attitudes of children	14
Your own level of competance	5
Form of class organisation within the school (e.g. streaming, mixed ability, etc.)	12
Inadequate time for planning and preparation	16
Size and design of classrooms	12
Changes in staff turn-over	2
Staff absences	8
Level of provision of teaching material and equipment	10
Quality of communication about what ought to be taught	3
Childrens' home environment	10
Number of children in classes	15
Level of professional training	1
Co-operation between staff within school	2
Time off to attend courses	5
Provision of specialist facilities (e.g. for music, art, PE, science, etc.)	4
Style of discipline within the school	8
Style of management within the school	1
Your level of job security	1
Teachers' perceptions of parents' academic ambitions for their children	2
Co-ordination and curriculum planning between the secondary school and its primary feeder schools	7
The weather	7
Impending changes in staffing levels	7
Time needed for marking	11
Co-ordination between departments	2
Employers demands for qualifications	7
Level of support from staff in projects and special events	3
Administrative or pastoral responsibilities	18
None of the factors above prevent me from achieving my teaching aims	3

Number of Respondents: 37

come from a consideration of the extent to which objectives could be achieved. Resolution of problems of a practical nature depends on the establishment of curriculum priorities, which, in turn, are based on assessments of the feasibility as well as the desirability of achieving certain objectives. No evidence was obtained during this research to suggest that the curriculum reappraisal programme was able to help teachers establish such priorities or to analyse their objectives in this way. Instead, as we have seen, some teachers were able to use the exercise to justify their existing curriculum arrangements and to present 'a case' for their subject. The rhetorical nature of their responses mitigated against a deeper more penetrating analysis, which might have allowed such issues to surface.

4C.2 The School Organisation

It would seem reasonable to assume that if a school is to engage in whole-curriculum review there should be some avenues available whereby people can meet and discuss the curriculum across departmental boundaries.

In the case study school two cross curriculum groups, the Senior Management team and the Heads of Department, met regularly. The Senior Management team, which met once a week, included the Head, the three Deputy Heads and three senior teachers. Two were members of the English Department, two were members of the Mathematics Department, two came from the Technical Department and one from the Social Studies Department. Meetings of the Senior Management team appeared to be more concerned with day to day administration of the school that with curriculum planning. This became evident when a member of that team was asked whether it was possible for him to influence policy decisions in areas of the curriculum other than

his own. The following reply was given:

> "That tends to happen more at the Heads of Department meeting. We tend to do the day to day running of the school from the Management team, but you get an overall picture of the school, where it's going and the forces, if you like, that influence some of the things that we can do."
>
> (B9, 208-222)

Many of the teachers, who went to the meetings of the Heads of Department, gave varying accounts of the amount of discussion on the curriculum which took place at these meetings. Some said there was quite a lot of discussion on curriculum matters, but others, when asked if they discussed there what they were doing in the curriculum, replied:

> "Not with Heads of Department, no. Certainly not. I might informally assess it with friends of mine on the staff, just because it's something to talk about. There's no formal relationship between myself and any other Head of Department in the school at the moment, except when they want things doing, which is not exactly a formal contact in terms of curriculum. It's just a working relationship. But, no, to be honest, there isn't."
>
> (B1, 207-216)

The interpretation of what counts as curriculum may explain this apparent discrepency. A sample of what was discussed at these meetings is given in the statement below:

> "We have had a few discussions at Heads of Department meetings that have been quite useful. Our option subjects and system we've had to go through very carefully because this is our new comprehensive, our first year, coming in. We've spent a lot of time working out subjects and making sure that children are able to opt for different subjects in different groups, so that they're not all science based or not all arts based."
>
> (B4, 191-200)

From this it is reasonably clear that it was the organisation of particular curriculum arrangements rather than the establishment curriculum priorities which was included amongst matters for discussion at these meetings. This conclusion was confirmed when the same teachers replied to a question on whether what was taught or how it was taught was discussed:

> "I suppose not to any great depth. It's something that we could do more of, really. I don't think we've got to the stage of linking our departments very closely to tell you the truth."
>
> (B4, Interview 2, 370-373)

Although it appears, therefore, that there was relatively little formal inter-departmental curriculum discussion in the school, a number of informal contacts were mentioned. For example, a teacher from the Supplementary Education Department explained:

> "I do have contact with the Head of the English Department, because we tend to move children up and down from the special help group, but apart from that there's really not a great deal (of contact with other HODs). The Head of Technical is the other one that I work fairly closely with because he started this year to run - because we've no man in the Department - he started to run a course for the boys for practical skills for them."
>
> (B8, 290-297)

Members of the various Science Departments also confirmed the informal nature of contacts across the curriculum and the fact that there were

> "no set or planned meetings between two or three departments. Obviously within the science department there are meetings, but not outside the department, no. They tend to be informal. You tend to approach someone and talk to them. You make adjustments between yourselves then to match what goes on in the curriculum."
>
> (B5, 166-175)

The necessity for and advantages of formal meetings in a small school were questioned, however, by one member of staff, who presented the

following argument:

> "I don't know that it's necessary to have a formal meeting to discuss the curriculum, I find a lot more of what goes on in this school just in the staff room, talking to people. Where I came from it was very different. You had big formal meetings where most people were yes men and nodded simply because it took time and the easiest way was to agree. You'd agree and then you did your own thing. But here it's quite a nice sized school. Everyone sees everyone else two or three times a day and if you want to sit down and have a talk with the Social Studies Department you can always get hold of (them)."
>
> (B11, 176-186)

The difficulties teachers encountered in establishing contacts and initiating discussion even within departments were also mentioned. Partly because of the historical development of the school and partly because some teachers felt hesitant at 'interfering' in one another's affairs, they found barriers were difficult to break down. The teaching was carried out in isolation and the teachers rarely had the opportunity of watching one another in action. They had to rely on second-hand reports to establish and assess classroom practice:

> "It's very difficult for me to go and find out what's happening - actually happening in the teaching line... It's not always the easiest thing to say I'd like to come and watch your lesson or even to do it surreptitiously to find out what's going on. All right, you can ask them where are you up to with your 2nd year - and they'll tell me. I've got to believe that. I've no way I can really check it. It's very difficult for me to check."
>
> (B3, Interview 2, 108-113)

Feelings of reticence are also apparent in the following extract from a Head of Department:

> "We talk a lot together, We're very friendly with each other, which I think is quite important. But, as far as each other's subject is concerned, we don't encroach too much on it. If there was anybody who I felt couldn't cope with the subject then, obviously, I would step in and help. But, you see, in a sense it's a bit difficult because we were all at the same standard when we became comprehensive. We'd all been teaching for a good few years... We were all Scale 2, at the same level. If I'd had a lot of probationers coming in, I perhaps could have exerted my will more, but it's this balance between keeping a happy department going or forcing people to do things against

their will, which I don't think works in the end."
(B4, Interview 2, 189-206)

For whatever reasons, therefore, it seemed that contact on the curriculum both across and within departments was difficult to achieve. Most contacts seemed to be informal and most seemed to occur when a specific problem needed to be solved or a task such as establishing an option system had to be undertaken. If this was a natural style for the teachers then it suggests that it might have been more prudent to begin a review of the school's curriculum by identifying problematic areas which, according to the teachers, deserved particular attention. This might have been a less threatening approach and one which produced less rhetorical justification of existing practices.

In order to confirm the extent of contact within and across departments teachers were asked to indicate, in the fixed response questionnaire, the ways in which they were involved in planning. The results are given in Table 4.26.

A significant number of people, almost a third of respondents, said that they were involved in discussions with members of other departments and a quarter said they are involved in discussions with the Heads of those departments. Relatively few staff appeared to work as specialists on their own.

What is also interesting is the high number who say they are involved in discussion with the Senior Management team - a pointer to the management style operating in the school.

The school's preference for an informal network or structure was confirmed later when members of staff were asked to comment on the absence of a formal avenue for whole-curriculum deliberation in the school. Three of

Table 4.26 Mode of Involvement in Planning

Mode of Involvement in Planning	Frequency											
	English	Mathematics	Science	Technical	Social Studies	Art	Music	Modern Languages	Supplementary Educ.	P.E.	Business Studies	TOTAL
In discussion with some members of my Department	3	1	6	5	3	1	1	2	3			25
Working as a member of the team in discussions of the whole Department	2	3	3	5	3		1	2	3	2		24
In discussions with members of other Departments	3	1	2	1	1		1		3			12
In discussions with my own Head of Department	2	2	1	4	2			1	2	1		15
In discussions with Heads of other Departments	2		2	1			1		3			9
As a member of the Senior Management Team	2	1		2								5
In discussions with individual members of the Senior Management	3	1	2		1	1	1		1	1	1	12
As a specialist working largely on my own	1		1	2			1				1	6

Number of Respondents: 37 Multiple responses were accepted.

them said:

> "We don't want it to be too forced. We prefer informal contacts."
>
> "I am happy with informal methods as they work here."
>
> "People have an aversion to committees. Sometimes the informal (way) is better."
>
> (Review Transcripts)

From the evidence collected, therefore, one can only conclude that the organisers of any curriculum reappraisal programme must take into account the 'modus operandi' of the school and, if necessary, adapt their strategy to that of the school. Otherwise penetration and hence participation are likely to be limited. If members of the school prefer an informal arrangement of contacts on the curriculum they are not likely to accept or see the value of very formal or rigid procedures. On the other hand, if a school is organised along formal lines, then an informal approach may be inappropriate. The style of management in the school is therefore likely to be an important consideration. For this reason the management style of the case study school was explored in some detail. It is discussed in the following section.

4C.3 The Management Style of the School

Many authors have written about the styles of organisations and the strategies or patterns of leadership within them. Denys John (1980) has outlined some of the studies which are relevant to schools in his book 'Leadership in Schools'. As John observes, writers about leadership and management frequently attempt to relate participation to management style or strategy. Because of the importance attached to this notion, and in

spite of the problems inherent in establishing any direct relationship, the nature of the management style in the case study school was studied and analysed.

It was assumed in the first place that the leadership style of the Head was one of the strongest factors determining the overall pattern within the school. This matter was discussed both with the Head herself and with several members of staff.

The Head spoke at some length on the way she saw herself affecting policy on the curriculum. The following extracts express her views:

> "Clearly the biggest effect I have is in appointing staff because, clearly, when I'm appointing staff I'm looking for something and looking for people who will fit in. I involve Heads of Department very much at that stage, but of course I've chosen the Heads of Department as far as possible.
>
> "I think I do have some effect. I don't think I can do it by directives; I think I can only do it by establishing my credibility with the Heads of Department and the people in it so that they will listen to me and talk shop with me and decide between us. I think I'm doing that. They may feel I'm issuing directives. They probably do. But if they do, then I hope they feel that they can come to me if they felt unhappy about the directive. I really do feel that I am talking to Heads of Department and thrashing it through with them."
>
> (BO, 181-198)
>
> "I have tried to show you that I do know that they will see things differently than I do. They will see my management techniques rather differently than the way I see them. I would see myself always as a facilitator, really. It's easier to be that in a time when there are a lot of resources, but my job basically is to create a climate where people will work hard and accept responsibility and take initiative and carry them through. I'm here to support them. I accept that if you give people that degree of autonony then they'll make mistakes, but I'm always more worried by people who won't take that kind of responsibility and who

want directives than I am about the ones who have to be held back occasionally."

(BO. 263-276)

Views expressed by the teachers tended to confirm the view that the Head was willing to talk things through with them, that it was possible to approach and be approached.

"I think it's one of her virtues as a Head, people ... it's the idea that she hasn't lost the common touch and people can talk. I think for a Head she has quite of lot of contact with her staff. I don't know that perhaps some of the younger members of staff see too much of her, but I've never been in a school where the Head does have a lot of contact with new teachers."

(B11, Interview 2, 295-303)

Some staff spoke, too, about the way the Deputy Head, acting as co-ordinator for the exercise, was also willing to talk things through with members of staff:

"Inservice is so important at the moment, and the Deputy Head in many ways is very good at that. But I think perhaps he concentrates on the departments which are very receptive to his ideas. He has quite an influence. He does ask people to go on courses, or he did. I think now things are much tighter. But he always ... he put the piece of paper in front of you and says, "What do you think?" He also spends quite a lot of his time ... he'll take you on one side and talk to you for an hour about what you're doing and why you're doing it. He's done that with me and I suspect he's done that with other Heads of Department and, indeed, other individual teachers, but there's a limit, there's a time limit there."

(B11, Interview 2, 264-277)

Probably the most frequently voiced criticism of management policy came from areas of the school which had no representative on the Senior Management Teams, for example, the Science Department:

"The only thing that's come across to me is the fact that the senior staff in the school, none of them are Scientists and I think they naturally tend because of that, not to ignore Science, but to look on it with less interest perhaps than they would, say, English. It's only paying lip service to the fact that such and such a thing is important. It's another thing actually doing

> something concrete about it because you can see a shortcoming. I think it does affect the timetable; I think it affects the way Science is timetabled. I suspect that Science isn't always timetabled as efficiently as it might be. It's more regarded as people and labs .... and as long as they are filled ..."
>
> (B6, 183-212)

One of the features which appeared to make it particularly difficult for teachers to be motivated to take part in cross-curriculum deliberations was the fact that many of them were not involved in the decision-making machinery which could affect policy and practice in this area. As one teacher observed:

> "Probably, in my mind, I think, well, that doesn't concern me, the actual planning of the time-tabled curriculum and all the rest of it. I see myself and my own department and with my own members of staff working it out with a better knowledge of what other people are doing in their departments, perhaps not overlapping as much as linking up more, seeing it from the pupil's point of view as to what's being fired at them regularly every day of the week. That's where I think I would be most interested, I'm sure if I was Deputy Head planning the time-table and all the rest of it I'd be more interested in the other side."
>
> (B13, 388-410)

For reasons of time, though, others said they felt that it would be impractical for all the staff to be involved in a process of collaborative decision-making (see B2, 044-057). If true, this highlights the question of how far it is practical or possible to involve all staff in cross-curriculum deliberation. There was a suggestion at the beginning of the Autumn Term, 1980, that a representative Curriculum Committee should be formed in the school, but this never materialised, at least not during the time of the field work.

Opposition to participation in exercises such as this is a well recognised phenomenon (Jennings, 1975; Bolam and Pratt, 1972). As Jennings observes there are many teachers in schools who do not wish to take, or share, responsibility. For this reason they prefer the security of a traditional

heirarchical structure which does not require a high level pf participation. The Head had expressed her concern over some members of staff she felt were looking for more direction. Their attitude was confirmed to some extent by the responses given to one of the items in the section on the school organisation in the questionnaire.

In this item the staff were asked to indicate their preferences for particular statements related to certain facets of organisations. These statements reflected attributes of certain types of organisational ideology, and were derived from a questionnaire devised by Handy (1976). No really clear pattern emerged from the analysis of the overall responses but comparison between the responses from senior staff and others revealed one or two different perspectives. For example, a majority of the senior staff preferred a Head who:

> "was concerned and responsive to personal needs and values of staff, used authority to stimulate and provide opportunity for development."

while on average the staff preferred a Head who:

> "was strong, decisive, fair, protective and generous to loyal teachers."

There was a difference also on a second point. The senior staff favoured control and influence by:

> "Intensive interest and enjoyment in teaching and/or concern and caring for the needs of pupils."

while in general the staff favoured:

> "Communication and discussion of teaching requirements, leading to action promoted by personal commitment."

There was a difference also on the basis on which classes and responsibilities were assigned. Here most staff favoured:

> "On the judgement of those in authority"

whilst senior staff preferred:

> "the expertise and experience of the teachers."

It would seem, from these three items, that the Head's view, that some staff are looking for more of a positive lead than they put they are getting at present, is confirmed. If this is so, it carries implications for the curriculum review project. Those who in their normal professional occupations do not wish to take initiatives are hardly likely to do so in the project. It may be necessary to supply the lead and to offer more in the way of help than the senior staff and members of the LEA had so far anticipated.

When this matter was raised with those teachers who later reviewed the draft of the case study, a number of teachers were willing to confirm these conclusions. One HOD acknowledged the truth of the statement but with the following qualification:

> "Maybe I look for a lead, but I try to feed in what I want too."

One senior teacher confirmed the premise with:

> "People seem to like it when the Head is directive."

And another observed:

> "Yes, people do look to senior colleagues; Heads of Department have a lot of authority."
>
> (Review Transcripts)

The Head also elaborated on the method by which decisions were made in the school and the way in which these were influenced:

> "The Deputy Head consistantly throughout the year talks to the Heads of Department about their ideas for new courses or developments and alterations to the existing curriculum. He is also the link across departments. Direction concerning the curriculum 'filters' down from the 'top'. No official announcement is made but the necessary thoughts are transmitted and action takes place."
>
> (Review Transcript)

From this it seems clear that the senior management depended on the informal structures within the school and that, although the senior members

of staff all supported this approach, there were those amongst the rest of the staff who would have appreciated a more positive management style. Recognition of this problem does not mean it has a simple solution. Some suggestions for tackling the problem have been made by Elizabeth Richardson (1973), based on the work of Melanie Klein (1963). Taken to their logical conclusion they suggest that senior managers and those in positions of responsibility have to work positively with members of staff in an effort to recognise and acknowledge the feelings the staff may have both for and against participation and consultation. Only by working with staff in this way will it be possible for the teachers to feel they can chose freely whether or not to participate in the exercise and only then, if they do make the choice to undertake the effort involved, are they likely to be fully committed to the task of reappraisal.

4C Summary

The following represent a summary of the observations made and the opinions expressed by those involved in the project.

1. The factor considered by the teachers to be the most important in affecting both their choice of subject or course to teach and also the planning of their teaching was 'the abilities of the pupils'.
2. Many other factors which influenced their decisions on both the choice of subject or course and the planning of their teaching were subject specific.
3. By asking teachers to document their curriculum intentions as the first task of reappraisal, the project may have diverted attention both from the constraints which affect the capacity of teachers to realise those intentions and the implications of the school's existing whole-curriculum arrangements on the nature of the total learning experience of an individual pupil.
4. In the absence of a curriculum planning or co-ordinating committee there appeared to be no satisfactory formal avenue for whole-curriculum deliberation. Working relationships between departments in the school appeared to depend on a network of informal contacts.
5. Even within departments, teachers appeared to feel reticent about observing and evaluating one anothers curriculum practices.
6. Senior members of staff in the school appeared to have considerable professional contact with other members of staff, mostly by informal means.
7. A majority of the staff appeared to look to their senior colleagues for initiatives on curriculum policy. They would appear to have preferred a more positive management style than that persued by the members of the Senior Management Team.

Chapter V

Reflections and Recommendations.

The conclusions reached in this report were derived from a series of observations made during only a small part of a process of curriculum reappraisal. They are limited by the evidence available. The constraints on the observations were two-fold. Firstly the period spent gathering evidence was very short, being only six months of a six year programme to date. Secondly, the observations were made only in a small number of schools. Those schools were part of a more extended programme within the LEA and the LEA itself part of a wider national programme. Notwithstanding these constraints however, it has been possible to reach a number of conclusions and from them to generate some recommendations, firstly, for those who may be involved in the future in similar school-based projects and, secondly, for researchers who may have the task of commenting and making judgements on them.

The particular exercise of which this research gives some account was given the title of a Curriculum Reappraisal Project. What has been included under this umbrella is an attempt to produce a general framework for the analysis of a schools' curriculum provision, plus some means for establishing the rationale and quality of the learning experience offered to pupils within the school. The ideas were introduced to the schools on the initiative of agencies external to the schools, i.e. by LEA advisers and by HMI, who then entered the school system to work with teachers and help them to tackle the task of reappraisal. The adoption of an intervention strategy of this nature can be readily understood and there are very good reasons why an LEA should become involved in such a process. The LEA has to accept responsibility for the work of its schools, a responsibility originally

formalised by DES Circular 14/77 and reiterated in subsequent documents such as 'The School Curriculum' (DES, 1981) and DES Circular 6/81. Although the number of schools involved in the process of curriculum reappraisal in the early days was relatively small, the project spread gradually throughout the LEA. Originally it had been intended to extend the process to all the schools in the LEA over a ten year cycle, but the 1980 Education Act and the DES Circular 6/81 have brought new imperatives, particularly the latter, which identified a two year time scale for curriculum discussions within each LEA. As a result, it is now expected that all schools within the LEA set out and justify their curriculum decisions. Although the LEA has the responsibility of formulating the main lines of policy which determine the curriculum (LEA, 1983), many decisions also have to be taken at school level. These decisions have to be sensitive to the demands of other significant groups such as parents, governors, employers and the pupils themselves.

To discharge their responsibilities schools require the help, support, expertise, knowledge, encouragement and the recognition of outsiders. In the early days of the curriculum reappraisal the schools' obligations may have been less explicit, but they were there nevertheless. If, however, 'outsiders', i.e. the LEA and HMI, wished to approach the schools on their own initiative rather than waiting to be asked by the schools to help them, the Curriculum Reappraisal Project provided them with a suitable vehicle. In the opinion of the teachers it was the role then adopted by the LEA and HMI together with the style in which they chose to introduce the programme which were so important in determining attitudes towards it.

From the evidence of Chapter IV, section A, it is clear that the HMI and LEAs had a major task on their hands. The project was large, not only in

terms of the numbers of people involved, but also in terms of the behavioural change expected of the participants. Many ideas introduced in the early days were new and difficult to grasp. Furthermore, the whole thing took off in such a hurry that there was no possibility of carrying out extensive pilot-runs or field tests before the schools started to complete their questionnaires. With this speed of implementation and the numbers of people involved there was little chance of engaging in effective discussion or dialogue on the purpose of and means for reappraisal between teachers, local advisers and HMI. Consequently no negotiations of boundaries could take place. The teachers inevitably saw the HMI and LEA as the instigators and expected them to take the lead. They were able to justify this assumption in two ways. Firstly, many said they felt that their position in the educational system required them to comply with the demands of the project just because it was introduced to them by those in a higher position in the system. Secondly, the time available to the teachers in the schools for curriculum deliberation was limited and they therefore expected to be provided with guidance by those who initiated the exercise, i.e. the LEA and HMI. The perceptions of the LEA and HMI were markedly different from those of the teachers, for they saw themselves in a non-directive, supportive role. These discrepant views really did seem to cause problems and were the subject of frequent comments from teachers in both Phase 1 and Phase 2 of the exercise. The inability of the LEA advisory staff and HMI to establish their credibility and to become accepted in this role by the teachers seemed to lead to a lack of consensus on the value of the project, and must have been counter-productive. All of this indicates the need for the organisers of such projects to spend some time and effort, in the initial stages of a project, in exchanging ideas and resolving differences of this nature. The danger is, of course, that this kind of exchange is allowed to absorb too much time and effort. The teachers in the Phase 2 case study

school were quick to point this out, particularly when this question was raised at follow-up discussions of the case study. The point they made, quite justifiably, was that they wanted to get on and tackle the job of reappraisal. They were prepared to make their judgements of both the process and the part the outsiders were to play in it in the light of their experience. Protracted dialogue and negotiation in the early stages might have been off-putting. What they wanted was sustained advice and help in maintaining their momentum and commitment. They wanted to be reminded, tactfully, as deadlines approached; they wanted recognition of their efforts; above all they wanted to maintain continuity. Constantly they were irritated when materials did not arrive on time, when papers did not reach them and when requests for information went unanswered by the LEA. The important point is that they were prepared to negotiate as they went along, a fact that appeared not to be acknowledged or acted on by the LEA.

It quickly became clear that the demands created by the Reappraisal Project were very considerable and to a large extent unanticipated, particularly in the initial stages. The infrastructure was not strong; time and resources were at a premium. In the end much of the work devolved onto a relatively small number of people in the LEA and the Inspectorate and problems were inevitable. For a start, many of the teachers wanted to know at the outset the aims and purposes of the exercise they had become involved in, the exact nature of the information they were required to provide, the use to which it was to be put and the alternative strategies, if any, which were being offered to them. Together with these considerations, they also wanted the answers to practical questions, to know what the cost of the enquiry would be to them in terms of time, effort, and resources and the effect it was likely to have on their day to day work. Some of these questions were impossible to answer. No-one had experience of tackling such an exercise

before and the answers simply were not known at that stage, nor was there time to engage on protracted discussion of them. The lack of answers further damaged the credibility of the organisers and little consensus on the inherent value of the project was therefore reached.

It would seem that clarity and credibility are crucial in generating a sense of commitment and in the establishment of consensus both on the aims of curriculum reappraisal and also on the means by which it is to be carried out. It takes time, however, to establish understanding and agreement and the path is not easy. The formation of good relationships and the development of trust and confidence ultimately comes only through working together for many hours. There is evidence in this study that such relationships were indeed formed, but they were the exception rather than the rule. The inevitable conclusion is that, if an LEA wishes to promote a reappraisal programme of this magnitude in this way, then it has to acknowledge and allow for the demands this will make on its advisory service. In times of financial stringency it simply may not be possible to make the kind of commitment required. Advisers already have a large administrative workload. To add to that may not be reasonable. Such considerations also apply to the commitment of HMI. Although some time was alloted to them to work on the process of reappraisal, they still had to undertake the task in addition to their normal duties. These duties sometimes took them to other parts of the country or to other activities and made it impossible for many of them to maintain a continuous contact with the process of reappraisal. The task for them was marginal, not central to their sphere of activity. It is interesting to observe however that, while for the teachers support from outside the school was of crucial importance, extensive material resources did not seem to be so vital. If help was sought, it was generally people rather than texts which were approached.

There were minor complaints about the number of texts available and their readability but when the question of resources was raised it was the lack of time which was most often mentioned. It was not actually the amount of time which was the problem, rather it was the difficulty of finding suitable periods or blocks of time during the day. It was difficult to arrange meetings because some staff were teaching when others were not and meetings after school were frequently too short to allow for extended, in depth, discussion. The particular value of the In-House Conferences was the extended nature of the debate which could take place when the staff was able to meet without having children in the school. The number of such days which it was possible to arrange was, of course, very limited and totally inadequate for the major part of the task of reappraisal. The alternative was to timetable meetings and then to brief the groups involved carefully on the tasks they were to undertake. Regrettably few schools were willing to accord the project that kind of priority for long. When such meetings could be arranged, they greatly increased the level of participation throughout the school. Attendance at meetings, however, must not be confused with acceptance of an active role within the reappraisal. Nevertheless, it was very noticeable that in the Phase 2 case study school, where the initial meetings were timetabled, nearly three-quarters of the staff reported having been involved in the drafting of departmental submissions, as compared with just over a quarter in Phase 1 schools.

As with the innovators or externals to the school, the crucial question for the leaders in the school is whether or not they can establish an appropriate and effective atmosphere in which the reappraisal process can take place. What is required is commitment, motivation and consensus on the positive value of the undertaking and an atmosphere of openness, of trust, of willingness to try new ideas. In short, the people involved in

the project should be involved in the planning of it. Their norms, assumptions and values can then be taken into account and a style of leadership established which incorporates participative decision-making. If this is the formal pattern then the school will be drawing on not only the acknowledged expertise, as the case study school did, of members of the staff room, but it will also be according them the right to be involved in the making of decisions on the curriculum. In order for them to be able to participate in that way the staff will have to be represented on some sort of committee drawing its members from all groups within the school. As a working committee it would have to meet regularly and frequently and would have to have the authority to make and implement curriculum decisions. Otherwise it would have no status. The Head and Deputies would therefore have either to be members of this committee or agree to delegate authority to it and accept its decisions. Only by this means would it seem possible to implement the results of whole-school reappraisal. Furthermore, the permanent existence of such a committee should enhance rather than impair the existing levels of competence and effectiveness of the school, for which the continual evaluation and renewal of the curriculum has been acknowledged as crucial by all participants. The only alternative is for the responsibility for this to devolve onto one or two key people. If, however, a curriculum committee is formed with the necessary authority, it will be faced with the task of making the choice between decision alternatives. The committee should be able to make its choice freely, without prejudice or bias, to achieve the goals and satisfy the needs of all the members of the school community. To do so, it will require information which must be not only useful, in that it accurately describes the factors and their relationships that define the choices available, but also valid, in that it can be corroborated by a number of independant sources. The question of what kind of information needs to be generated in a programme of curriculum

reappraisal becomes then extremely important.

The approach to curriculum reappraisal studied here is largely concerned with the analysis of the aims and objectives of the various school subject departments. There can be no doubt that the majority of teachers in both phases of the reappraisal felt this to be a valuable exercise and were able to identify a number of tangible benefits which it brought them. Here it was interesting to observe the change in emphasis from Phase 1 to Phase 2. For many teachers in Phase 1 the whole approach was novel and, therefore, many felt it helped them in understanding their own subject, whereas in Phase 2 many of the ideas were familiar, having been introduced into the school some eighteen months before the staff ever became involved in the reappraisal project. There was therefore much less emphasis on the appreciation of the contribution of the reappraisal to the understanding of the teachers' own subjects. In both phases, though, it was clear that the process of reappraisal had stimulated discussions and promoted collaboration and cohesion within departments.

There was value, too, to be gained from the meetings with other schools. These revealed alternative approaches and methods and were for many of the teachers informative and enlightening experiences.

Within the schools the evidence points also to the impact and value obtained from contacts across the departmental boundaries. Few interdepartmental meetings as such were reported to have taken place during the research at NWEMC, other than those held during the In-House conferences, but comments on these were most favourable. Clearly there was much to be gained from bringing departments into closer contact one with another. Only when teachers appreciated and understood the learning experiences offered

throughout a school, were they able to assess the total impact of the curriculum on the individual pupil.

Interestingly enough, it became apparent during the research that the articulation of a department's aims and objectives could serve another unintended purpose. For departments of traditionally low status the project provided a means of justifying their place in the curriculum for the contribution they made. They could put forward their own case. It enabled them to promote their department; it was a propaganda vehicle. This may have been a good thing in one way, but there was a danger that the departments would then use the reappraisal to increase their status and aspire to an increased share of a school's budget allocation. The statements of intent become in this way ends in themselves rather than the means of curriculum renewal.

The fundamental difficulty faced by the teachers, however, was how to use these statements of aims and objectives to enable them to assess the learning experiences of the pupils. In the first place, the statements of aims and objectives were value-laden. To achieve agreement on them, the objectives were sometimes given in such a generalised form that they lacked planning potential. On the other hand, they were sometimes taken to the opposite extreme and were made so detailed that in practice they could not be categorised as required, for every learning activity was found to involve an extensive range of objectives. It was also argued that at a conceptual level such objectives were much too closely inter-related to be capable of being developed into any detailed hierarchical taxonomy. The real thrust of the argument was that the relationships between the many things the teachers were trying to achieve were far more complicated than a simple objectives model supposes. Only in a few cases could the objectives

be classed as behavioural. Indeed, many were too varied and sophisticated to be reduced to any of the categories outlined by the LEA.

One weakness of the objectives approach was that it had no clear epistomological base; it took no account of the different forms of knowledge nor the relation between intellectual abilities. Furthermore, it offered no means of assigning priorities or for making choices over which objectives should be pursued.

The continuous interaction of all the elements involved in curriculum planning would seem to call for a model that allows objectives to be modified in the light of experience, i.e. it is one that can cope with both intended and unintended outcomes. Education is, in many ways, an open-ended activity, subject to constant modification and reassessment. An approach based on careful and detailed prescription of objectives adopts in contrast a means/ends view and takes an instrumental view of education as the means of attaining certain goals. It is in danger of becoming inflexible and doctrinaire. If the curriculum is viewed in terms of processes, rather than in terms of content or behavioural outcomes, it has to be planned in the light of those processes rather than the subject content it is supposed to contain or the behavioural outcomes it is designed to achieve. Aims and processes, or activities, cannot then be separated from the formulation of objectives.

Much of this argument is reinforced by the evidence in this report for the teachers rarely if ever stated that the information generated in their curriculum statements guided them on what to <u>do</u>, even though the prespecifications of objectives was accepted by nearly all of them as a prerequisite for curriculum planning.

Where then should a reappraisal process start? Sometimes it may be sparked off by a problem or an issue identified at a staff meeting. How should these problems be tackled? Certainly general statements of aims are needed otherwise there will be nothing against which to judge the success or otherwise of the school's activities. At the same time, it must be accepted that these are subjective and therefore difficult, if not impossible, to validate. To set against these aims there is the teaching activity, an observable, recordable, reality, which can be assessed in the light of the set of articulated aims. The observation, analysis and evaluation of the teaching and learning activity then goes hand in hand with the assessment and continual readjustment of aims and shorter term objectives. Naturally, there are parts of a schools curriculum to which this argument is not applicable. The teaching of a practical, manipulative skill is but one example of a part for which the prespecification of detailed objectives is entirely appropriate. There are of course other areas, too, within the curriculum which are more or less amenable to the objectives approach. The dividing line appears not to be sharp, but it was very noticeable that the teachers of the more academic disciples which could be related to a definite body of knowledge were amongst those who had fewest problems in analysing their objectives in the manner specified by the LEA. Teachers of subjects such as English, Art and Remedial Education, on the other hand, often found the analysis difficult, if not impossible, to complete. Whether that difference was attributable to inherent differences between the subjects themselves, or to differences in the ideas the subject teachers used to think and express their views, is not unfortunately one that is easy to answer.

Last, but not least, in this chapter I wish to consider the effect of choosing a research strategy which adopted several different stances during the

investigation. As I explained earlier the particular choice of approach depended on the nature of the question I hoped to answer. I would argue for example for the need to take into account the historical background and situation of any social phenomena I wished to investigate and explain. The fact that history is a social construction, that it contains categories and links to activities and interests which are also socially defined, does not make this description easy. In the original surveys of the teachers' opinions in Phase 1 of the reappraisal, the approach was purposely kept as open as possible. In this way the assumptions and values of the teachers were in many instances able to be aired and discussed. Sometimes this changed entirely the interpretations of statements which might otherwise have appeared to have been quite different. Eventually, from these interviews, a set of categories was built up and the teachers' responses coded. The statistical analysis of these then enabled various hypotheses to be tested. Amongst those incidentally was the hypothesis that the results depended on which researcher had conducted the interview and coded the responses! It was not altogether surprising that several categories of response confirmed this hypothesis! The results therefore need to be treated with great caution and are a warning to those who try to use such survey techniques. Of course, there were classes of information which were quite independant of the researcher - i.e. attendance at meetings, etc.. It was the inferred information which was less reliable - e.g. responses to questions on the priority given to the work of the Reappraisal Project, the frequency with which the teachers mentioned particular benefits ascribed to their participation in it, etc..

The use of a case study represented a second approach to the collection of evidence. I felt it was necessary to understand the case study school, its norms, assumptions, values and the kind of organisation it was. As nearly as possible I became a member of that school. Sometimes I took

classes for teachers, sometimes I discussed personal problems, either theirs or mine. I officiated on the score board on sports day, took part in Craft Fairs and asked for advice from the teachers on the construction of my questionnaires. Obviously it was not possible to be completely assimilated, but I do believe I came to know that school well. I also tried to share and discuss the various categories of information I wished to investigate before I tried to explore their relationships. When I attempted to locate the 'unofficial' leaders in the staff room, for example, I used tape recorded interviews in which I discussed what it meant to them to accept the role of Head of Department or Head of Faculty and to which aspect of their work they accorded the highest priority. The ensuing conversations were remarkably enlightening and alerted me to other factors which might be important, such as the management style of the school.

Many of the teachers in the school were invited to comment on and amend the questionnaire I used towards the end of the case study. In spite of adopting their suggestions, the questionnaire itself invoked a very hostile response. Perhaps, as one Deputy Head said, it was because it was too near Christmas and the end of a long hard term, but I felt that there was more to it than that. It was true that it took a long time to answer if each question was considered seriously, but I feel, though I have only fragile evidence for it, that it was the very notion of using a fixed response questionnaire to seek personal views which they found offensive. I was certainly warned, at the review of the case study, not to put too much credence on the responses and several conclusions developed from it were later challenged, as reported in the evidence in Chapter IV. The responses nevertheless revealed a number of relationships which have been explored in this text. For each of these relationships, confirmation was however sought from other sources, notably the opinions offered during the series

of interviews conducted in the school. Only when and if the information from the various sources corroborated a relationship was it considered plausible. Thus some of the empirical and rational procedures of science were used alongside the interpretive approach and I believe that this juxtaposition has led me to a more accurate description of the arrangements and processes which I came into contact with in the school.

Managing the processes of curriculum change in a rapidly changing society is a task which will engage all schools in the near future. I hope I have shown that they will profit if they can develop an organisational style which incorporates participative decision-making, leadership based on acknowledged expertise and a means of communication which allows the free flow of information throughout the organisation. Only then will they be able to ensure continued commitment to the task of reviewing, evaluating and revising the learning experiences of their pupils in the light of the very great demands to be made of them.

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Postscript - October 1984

The work of the area LEA Curriculum Reappraisal Group reached its fourth Phase in October 1983 and some changes have taken place.

Instead of grouping together schools from the different districts of the LEA, the schools in Phase 4 are all from the same district, presumably so that they might find the logistics of meeting less of a problem. The programme in Phase 4 began by consideration and discussion of the 'Key Components of Society' for the Years 1985 to 1995 and moved from them to consideration of whole school aims and objectives. Each school worked independantly, but they came together on an In-House conference day on March 16th, 1984, for which each of the participating schools arranged speakers and discussion groups. Teachers from the various schools divided up on that day so that each school acted as host to approximately equal numbers of staff from each of the participating schools. The speakers were drawn from industry, educational administration, teachers training colleges, etc. This day could not be described as an unqualified success and many of the staff involved were critical of the content of the speeches and lack of organisation of the discussion groups. There were no HMI present and hardly any LEA advisers.

Progress since then has been curtailed, mainly because of the action of the teachers' unions in withdrawing goodwill in the Summer Term, 1984. No other meetings have as yet been organised to draw the schools together.

The school in which I now work as Head of Physics is one of the schools in this phase of the exercise. There, four cross-curriculum working Groups were formed in October, 1983. These met twice a term after school until

the disruption in the Summer of 1984. They have now started meeting again. Each group has a convenor, who chairs the meeting and brings to it information from and tasks set by the Senior Management of the school. The minutes of all meetings are made available to all staff.

The structure of the meetings and, indeed, the whole process is generated largely from within the school. The LEA advisers have taken very little part in this and have certainly not visited the school to work with any of the teachers or discussion groups. The style of the exercise is now very much one which depends on the individual members of the participating schools to take it forward. It can no longer be seen as a joint exercise in which the schools work with LEA advisers and HMI. Thus the whole pattern has changed and it will be interesting to observe the outcome when the school completes its phase of participation in July 1985.

THE INITIATION OF CURRICULUM REVIEW

A Local Study of HMI and LEA Initiatives

VOLUME II

Rosemary M. Canadine

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1981-1984.

VOLUME II

APPENDIX XI

DETAILS OF THE PROCEDURES ADOPTED FOR CATEGORISING, CODING AND ANALYSING THE RESPONSES TO INTERVIEWS AND QUESTIONNAIRES

XI. Details of Procedures Adopted for Categorising, Coding and Analysing the Responses to Interviews and Questionnaires.

XI.1 Interviews with staff of Phase 1 schools.

The interview schedules used in these interviews were of the semi-structured type and not therefore aimed at procuring closed answers. Indeed this procedure was chosen deliberately by the research team in the hope that the interviews would reveal factors and influences of which neither interviewer might be aware. With such a large number of interviews on tape, however, it was important to assess how widespread the views of the various participants were. In order to do this a survey technique was adopted, although, to assist the collection of background material, biographical details were collected from each participant on a anonymous fixed-response questionnaire before or after each interview. A number of documents, including the HMI 11-16 Working Papers (The Red Book) and the LEA Curriculum Document (The White Book) plus copies of the Proformae the teachers had been asked to complete during the process of reappraisal, were taken to each interview to enable the various documents to be readily identified.

In spite of constructing the interview schedule jointly with considerable care, it soon became apparent from the recorded interviews that neither researcher had stuck rigidly to its guidelines. As topics of interest surfaced during the interviews their pursuit often took the discussion far from its intended route. Notwithstanding this variation, a list of possible categories of response was drawn up. To do this twenty tapes, representing a wide variation of interviewee, were used. All the responses were first listed separately. They were then gathered together into categories and a table drawn up of the frequency of response for each

question asked within these categories. Where the number of responses was was very few some responses were then collapsed, i.e. grouped together. It soon became clear that the interview questions did not provide the most suitable means for grouping the responses. For example, interviewees had been asked, separately, for their opinions on the gains their school had experienced through participation in the curriculum review, their departmental gains and their personal gains. All these were eventually subsumed under the heading 'Benefits'. Once the categories of response had been decided on, a table of coded responses was prepared for each category. Using these coding tables each researcher then coded the interviews he/she had conducted and, at the same time, noted down those comments which illuminated or did not quite fit into the coded categories. I then coded, independantly, six transcribed tapes of interviews conducted by the other researcher. Some of my codings did not agree exactly with his and we spent a day together discussing and analysing the differences. It soon became apparent that some of the differences were due to very fine differences or slight ambiguities in the coding of certain categories. These were therefore altered until both researchers were able to agree on the coding of these six tapes. I then altered the coding of all the other interviews to take account of these changes. The coded responses were then analysed using the SPSS Computer programe. The results are reported in the main body of this thesis. In the final analysis, crossbreaks of various responses against researcher were used to assess the differences in our patterns of coding. Only in a few instances, notably in those items relating to level of involvement in completing some of the proformae and the value attributed to them, were there found to be significant differences. These, however, were also found to be strongly related to the schools at which the interviewer worked and therefore the variation could be seen as a reflection of the schools each researcher had been to, rather than which researcher had coded the data. In any case since this data was not

being used to confirm any particular hypothesis, but was merely being used to alert the researchers to factors which it might be valuable to study in detail during their case studies, it was assumed, at this stage, that the evidence was sufficiently reliable to serve its purpose.

X1.2 Interviews with HMI, LEA advisers and administrators, and staff in the Case Study School.

None of these interviews was subjected to statistical analysis. All were used as sources of information on specific matters and quotations from them were used extensively in Chapters III and IV of the Thesis. They were supplemented with quotations from the Phase 1 teachers. Notes were taken during the interviews with HMI, but all other interviews were recorded on tape. All the tapes of interviews with LEA advisers and administrators were transcribed, as were the majority of the twenty-two interviews from the case study school. Twenty four of the sixty-one interviews I conducted with Phase 1 teachers were also transcribed, either wholly or in part.

As issues began to surface and factors appeared to me to be significant, quotations which referred to these were collected together. Comments on a particular issue could then be compared and contrasted. When views or opinions were verified verbally by several participants this was taken as evidence which could justifiably be considered to be reliable. This however was not the only means by which it was verified, for it was also possible to compare and contrast the evidence in the two case studies of the project undertaken during the research project at NWEMC. Although very different in style and focus, they did enable much of the material to be further corroborated. In addition, my original case study was taken back to the case study school for comment from the teachers. Their comments

are included, where relevant, in the main body of the text, and the extent to which they verified or contested the original conclusions has been made clear.

XI.3 The Fixed Response Questionnaire - Case Study School.

When all the questionnaires had been collected it was found that 37 out of the staff of 50, including the Head, had completed answers to some or all of the questions. These were then analysed manually, and many crossbreaks were subjected to the appropriate statistical analysis. Only where the correlations appeared to be of particular interest and to be highly significant were the results of these analyses presented in the text. Where this and other information has been presented, the raw frequencies are always reported so that the reader can assess himself the level of significance of the responses and obtain more readily a picture of the pattern of response across the staff. Statistical methods of analysis, even if appearing highly significant, must be treated with particular caution in this instance, not only because the sample is so very small, but also because the responses are undoubtedly strongly related to context. No factor analysis was possible on the raw data because of the small sample size, so the relative importance of various factors could not be assessed.

In the main, evidence from the questionnaire has therefore only been reported when it has been verified by comments from other sources. It has really only been used to confirm some of the tentative hypotheses about which factors might be important and which it had seemed reasonable to investigate on the basis of evidence from Phase 1. The evidence from the fixed response questionnaire has never been used on its own, but only in conjunction with other evidence from other sources.

APPENDIX X2

MEETINGS ATTENDED DURING THE PERIOD OF RESEARCH

X2. Meetings Attended During the Research Project at NWEMC

1. The Blackpool Conference

11-16 Curriculum Project: 26 - 29 March, 1979.

Present: 40 Heads of Participating Schools from five LEAs;
24 Advisers and Administrators from five LEAs;
28 HMI; 3 Members of the Schools' Council;
Researchers from NWEMC.

2. 11-16 Curriculum (LEA CRAG)

Conference at area DES office, 9 - 10 May, 1979.

Present: 3 HMI; 5 LEA Advisers; 2 LEA Administrative staff.

3. 11-16 Curriculum (LEA CRAG)

Conference at LEA Teachers' Centre, 13 -14 June, 1979.

Present: 2 HMI; LEA Advisers; 2 LEA Administrative staff;
Heads of the Seven Phase 1 Schools; Director and
Researchers from NWEMC.

4. LEA Curriculum Reappraisal Group

Steering Committee Meeting, 20 September, 1979.

Present: 3 HMI; 3 LEA Advisers, 2 LEA Administrative staff;
Heads of the Seven Phase 1 Schools; Director and
Researchers from NWEMC.

5. Meetings Convened to Introduce the Curriculum Reappraisal Project to Phase 2 Schools

a) At School 1, 7 November, 1979.

Present: Head; Deputy Head; Senior LEA Adviser.

b) At School 2, 8 November, 1979.

Present: Head; 3 Deputy Heads; Senior LEA Adviser.

c) At School 3, 9 November, 1979.

Present: Head; 3 Deputy Heads; Senior LEA Adviser.

d) At School 4. 26 February, 1980.

(The other school which hosted a case study by a member of the NWEMC team)

Present: Head; all members of staff; HMI; Senior LEA Adviser; General LEA Adviser; Researchers from NWEMC.

e) At School 5. 12 June, 1980.

(The Case Study School)

Present: 15 HODs from the school; Senior LEA Adviser; Deputy Head; Librarian.

f) At School 5. 19 June, 1980

Present: Head; Deputy Head; 14 HODs from the school; HMI; Senior LEA Adviser.

6. 11-16 Curriculum Project

Monitoring Meetings at NWEMC. 25 - 26 February, 1980.

Present: A number of HMI plus those Heads of the Participating Schools who served on the Central Co-ordinating Committee.

7. Meetings Convened to Introduce the Case Studies to the Phase 2 Schools

a) At School 4. 11 February, 1980

Present: Head; Deputy Head; Researchers from NWEMC.

b) At the Case Study School. 28 February, 1980

Present: Head; Deputy Head; Researchers from NWEMC.

c) At the Case Study School. 25 March, 1980.

Present: Head; 15 Heads of Department; Deputy Head.

8. Departmental Meetings Convened for the Purpose of Curriculum Reappraisal

a) At School 4.

Science Department Meeting, 19 May, 1980.

Present: 5 Members of Science Department.

b) At the Case Study School

(i) Modern Languages Department Meeting, 23 June, 1980.

Present: HOD; 2 Members of Staff.

(ii) Science Department Meeting, 23 June, 1980.

Present: Departmental Convenor; 5 Members of Staff.

(iii) Supplementary Education Department Meeting. 23 June, 1980

Present: HOD; 2 Members of Staff.

(iv) Mathematics Department Meeting, 24 June, 1980.

Present: HOD; 4 Members of Staff.

(v) English Department Meeting, 24 June, 1980.

Present: HOD; 6 Members of Staff (including Deputy Head).

(vi) Social Studies Department Meeting, 24 June, 1980.

Present: 5 Members of Staff.

(vii) Technical Department Meeting, 25 June, 1980.

Present: HOD; 4 Members of Staff.

(viii) Modern Languages Department Meeting, 26 June, 1980.

Present: HOD; 3 Members of Staff.

(ix) Music Department Meeting, 27 June, 1980.

Present: HOD; 2 Members of Staff; 1 Peripatetic Teacher of Woodwind.

(x) Art Department Meeting, 27 June, 1980.

Present: HOD; 2 Members of Staff.

(xi) Craft Technical Department Meeting, 1 July, 1980.

Present: HOD; 4 Members of Staff.

(xii) Craft Home Economics Department Meeting, 14 July, 1980.

Present: 2 Members of Staff.

9. Curriculum 11 - 16

LEA CRAG Phase 2

Heads of Department Meetings, LEA Teachers' Centre.

(i)	Art and Music	a.m.	30 June, 1980
(ii)	Craft and Design	p.m.	
(iii)	Home Economics	a.m.	2 July, 1980
(iv)	PE	p.m.	
(v)	Mathematics	a.m.	7 July, 1980
(vi)	Modern Languages	p.m.	

(vii)	Science and Environmental Science	a.m.	8 July, 1980
(viii)	English	p.m.	
(ix)	Deputy Heads and/or LEA CRAG Co-ordinators in the Schools	all day	9 July, 1980
(x)	History, Geography and R.E. (to deal with items which affect) (i) separate disciplines (ii) integrated studies	all day	11 July, 1980
(xi)	Remedial	a.m.	15 July, 1980
	Commerce/Careers	p.m.	

Present: HODs from the Phase 2 Schools; Subject LEA Advisers; Senior LEA Adviser; a number (variable, maximum 4) HMI.

10. HMCA Annual Conference

Cardiff, 2 - 4 September, 1980

11. Heads of Department Meeting

Case Study School, 22 September, 1980

Present: Head; 2 Deputy Heads; 11 HODs.

12. Area LEA Curriculum Reappraisal Group

Curriculum 11-16

Steering Committee Meeting, 25 September, 1980.

Present: 1 HMI; unrecorded number LEA Advisers; 1 LEA Administrative Staff; Heads of five Phase 2 Schools.

13. Curriculum 11-16

Meeting on Curriculum Descriptions,

Area DES Office, 2 October, 1980.

Present: 1 HMI; Senior LEA Adviser; 1 Head of a Phase 2 School; Deputy Head of Case Study School.

14. In-House Conference

Case Study School. 3 November, 1980

Present: LEA Director of Education; 7 LEA Advisers; Head; Staff of Case Study School; Staffs of Local Primary Feeder Schools.

15. Study - Conference, N.W.E.M.C.

Policies, Priorities and Practices in the Mid-80s and Beyond

a) St Anne's on Sea, 6 - 12 January, 1981.

Present: 7 Heads of Schools; 9 LEA Advisers and Administrative Staff from various areas; Director, Deputy Director and Assistant Director, NWEMC; Consultant, NWEMC; 3 HMI; Chairman Schools' Council and Director of Education, area LEA; Education Programme Adviser, IEM; Social Responsibility Manager, Europe, Levi's Jeans.

b) Follow-up Meeting

NWEMC, 2 March, 1981.

Present: 6 Members of Group B.

APPENDIX X3

FIXED RESPONSE QUESTIONNAIRE

CASE STUDY SCHOOL

N.W.R.M.C.

CCRAG PROJECT RESEARCH QUESTIONNAIRE

Directions

This questionnaire consists of a number of statements designed to sample opinion and practice in the planning of school courses and the C.C.R.A.G. enquiry in the school. There is considerable variety of opinion and practice in both of these activities; there are no right or wrong answers. What is wanted is your own individual feeling about the statements. Please read each statement carefully and decide how you feel about it. Then give your answer in the manner indicated. It would be helpful if you did not consult any colleagues until the questionnaires have been completed.

There are five sections to the questionnaire.

Part I has been designed to collect some basic facts about your professional experience and background.

Part II has been designed to collect your opinions about the kind of school you teach in, and the constraints you experience.

Part III allows you to express your opinions about curriculum planning and the issues which affect your decisions.

Part IV has been designed to collect your opinions about the C.C.R.A.G. enquiry in this school.

Part V may be used to give a summary or to enable you to give an amplification of your views. Alternatively you may not care to use Part V.

Please answer as indicated wherever possible, and add further comment if you feel it would be helpful.

Your responses will be used only for analysis. All responses will be reported anonymously and no identifying data will appear in any reports derived from this material.

The results and analysis of the information collected in this survey will be made available to you as soon as possible in the Spring Term 1981.

Thankyou,

Rosemary Canadine

December, 1980.

PART I

BIOGRAPHICAL DETAILS

BIOG (1)

Name:

PLEASE CIRCLE THE NUMBER IN THE RIGHT HAND MARGIN OPPOSITE THE RESPONSE(S) YOU WISH TO MAKE.

Q1	Are you	Male.....	1
		Female.....	2
Q2	To which age group do you belong?	22 - 25 years.....	1
		26 - 30 years.....	2
		31 - 40 years.....	3
		41 - 50 years.....	4
		51 & over.....	5
Q3	For how many years have you been teaching? (aggregate periods of part-time employment)	Less than one year.....	1
		One year.....	2
		Two years.....	3
		Three years.....	4
		Four years.....	5
		Five years.....	6
		More than five years.....	7

Q4 Are you teaching

Full-time (permanent).....	1
Full-time (temporary).....	2
Part-time (permanent).....	3
Part-time (temporary).....	4

Q5 What is your present position of responsibility in the school?

Scale 1 Asst. teacher.....	1
Head of Dept/Faculty.....	2
i/c of subject or area of study within a department.....	3
Head of Year/House.....	4
Senior Teacher.....	5
Deputy Head.....	6
Head Teacher.....	7
Other.....	8

Please specify

Q6 For EACH of the numbers you have circled in response to Q5 please indicate in the box below how long you have held this position in your present school.

Position	How long?

Q7 How long have you been employed at your present school? (Aggregate any periods of part time employment)

Less than one year.....	1
One year.....	2
Two years.....	3
Three years.....	4
Four years.....	5
Five years.....	6
More than five years.....	7

Q8 What do you consider to be your main teaching subject in this school?

Q9 Please indicate the distribution of your teaching duties by completing the following table. In the column headed 'ability level' please indicate the band or set of the group, or whether it is a mixed ability group. For years four and five please indicate whether the class is an O Level, C.S.E., non-exam, or mixed ability group.

Year Group	Subject/Course	Ability Level	No. of teaching periods

Q10 Do you help organise any lunchtime or after-school clubs, societies or other activities?

No..... 1

Yes..... 2

Q11 If you answered YES to 10 please indicate in the box below the type of lunchtime and/or after-school activities you are involved in and how often you are committed to supervising them.

Type of activity	How often?

Q12 Is this your first teaching appointment?

Yes..... 1

No..... 2

Q13 If you answered NO for Q12 indicate in the box below your previous experience.

Dates From: To:	Type of School	Responsibilities

Q14 What are your qualifications?

Craft or Proficiency certificate, HNC or HND 1
Subject(s) Studied: _____

Associate or Graduate of Professional Institute..... 2
Subject(s) Studied: _____

B.A. or B.Sc. (Ordinary) 3
Subject(s) Studied: _____

B.A. or B.Sc. (Honours)..... 4
Subject(s) Studied: _____

M.A. or M.Sc. 5
Subject(s) Studied: _____

Ph.D..... 6
Subject(s) Studied: _____

Teaching Certificate..... 7
Subject(s) Studied: _____

P.G.C.E..... 8
Subject(s) Studied: _____

B.Ed..... 9
Subject(s) Studied: _____

M.Ed..... 10
Subject(s) Studied: _____

Advanced or supplementary diploma in Education..... 11
Subject(s) studied: _____

(Q14 is continued overleaf)

Other..... 12

Please Specify

Q15 Are you studying for any recognised qualifications (e.g. with the Open University; part-time B.Ed/M.Ed.)?

No..... 1

Yes..... 2

Q16 If you answered YES for Q18 indicate in the box below the nature of these studies.

Q17 Have you attended any in-service courses in the last four years?

No..... 1

Yes..... 2

Q18 If you answered YES for Q17 please give details of the courses you have attended in the box below.

Year	Duration	Subject of course	In your own or school's time?

Q19 Do you subscribe to any professional journals? (excepting the Times Educational Supplement)

No..... 1

Yes..... 2

Q20 If you answered YES to Q19 please give details in the box below.

Q21 Have you (apart from holiday jobs) been in any full-time employment apart from teaching?

Yes.....	1
No..:.....	2

Q22 If you answered YES to Q21 please give details in the box below.

Q23 Are you a member of a Teachers' Trade Union?

I would prefer not to answer this question.....	0
Yes.....	1
No.....	2

Q24 If you answered YES to Q23, please indicate for how long you have been a member

Less than one year.....	1
One year.....	2
Two years.....	3
Three years.....	4
Four years.....	5
Five years.....	6
More than five years.....	7

If you have joined a union or changed your membership from one union to another recently and would care to comment please do so in the box below. Reasons for your action would be helpful.

Q25 Have you any special interests or hobbies outside school?

Yes.....	1
No.....	2

Q26 If you answered YES to Q25 please specify in the box below.

PART II

THE SCHOOL ORGANISATION

Q27 What kind of organisation exisits in your school?
What kind of organisation would you like to belong to?

Please complete this question for

(a) yourself, your own beliefs and values

(b) your own school, as you see it

Consider each item A, B, C..... separately. Each has 4 statements. Rank each statement by putting '1' against the statement which best represents the dominant view in the school for that item, '2' for the next closest and so on. Then go back and do the same for your own beliefs. Repeat this for each item.

		school ranking	own ranking
A	A good head is:-		
1	strong, decisive, fair; protective and generous to loyal teachers.....		
2	impersonal and correct; demands only that formally required of teachers.....		
3	egalitarian, can be influenced on teaching matters, uses authority to obtain resources for the school.....		
4	concerned and responsive to personal needs and values of staff, uses authority to to stimulate and provide opportunity for development.....		
B	A good teacher is:-		
1	compliant, hard working and loyal to the school.....		
2	responsible and reliable, accepting duties and responsibilities of teaching; avoids actions which may cause embarrassment.....		
3	self-motivated, open with suggestions and ideas, but willing to be led by those with greater expertise or ability.....		
4	vitally interested in the development of his own potential; open to learning and receiving help; respects the needs of pupils, willing to contribute or help in their personal development.....		

		school ranking	own ranking
C	A good head of department is:-		
1	strong, decisive, fair; protective and generous to loyal members of the department.....		
2	impersonal and correct; demands only that formally required of members of the department.....		
3	egalitarian, can be influenced on teaching matters; uses his position to obtain resources for the department.....		
4	concerned and responsive to the needs of departmental members; uses authority to stimulate and provide opportunity for development in the department.....		
D	A good departmental member gives priority to:-		
1	the demands of the head of the department..		
2	his own duties and responsibilities, customary standards of personal behaviour..		
3	the skills, ability, energy and material resources required in teaching.....		
4	the personal needs of the pupils.....		
E	The individual is treated:-		
1	as though his time and energy were at the disposal of the school.....		
2	as though his time and energy were available through a contract implying rights and responsibilities on both sides.....		
3	as a colleague who has committed his skills and abilities to the common task of teaching		
4	as an interesting and worthwhile person in his own right.....		

		school ranking	own ranking
C	A good hend of department is:-		
1	strong, decisive, fair; protective and generous to loyal members of the department.....		
2	impersonal and correct; demands only that formally required of members of the department.....		
3	egalitarian, can be influenced on teaching matters; uses his position to obtain resources for the department.....		
4	concerned and responsive to the needs of departmental members; uses authority to stimulate and provide opportunity for development in the department.....		
D	A good departmental member gives priority to:-		
1	the demands of the head of the department..		
2	his own duties and responsibilities, customary standards of personal behaviour..		
3	the skills, ability, energy and material resources required in teaching.....		
4	the personal needs of the pupils.....		
E	The individual is treated:-		
1	as though his time and energy were at the disposal of the school.....		
2	as though his time and energy were available through a contract implying rights and responsibilities on both sides.....		
3	as a colleague who has committed his skills and abilities to the common task of teaching		
4	as an interesting and worthwhile person in his own right.....		

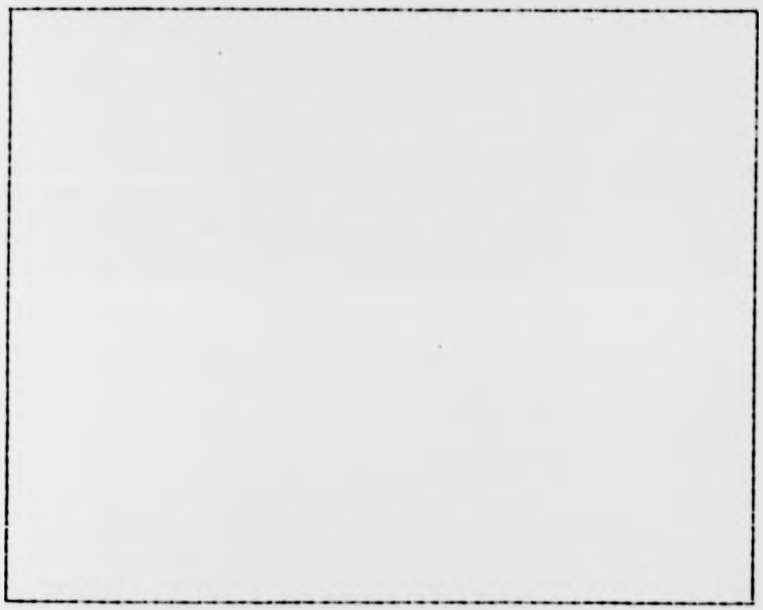
		school ranking	own ranking
F	People are controlled and influenced by:		
1	the personal exercise of political power.....		
2	the impersonal exercise of political power to enforce procedures and standards of teaching.....		
3	communication and discussion of teaching requirements, leading to action motivated by personal commitment.....		
4	intrinsic interest and enjoyment in teaching, and/or concern and caring for the needs of pupils.....		
G	One person may legitimately control another's activities:-		
1	if he has more authority or power in the school.....		
2	if his roles gives him responsibility for directing other teachers.....		
3	if he has more knowledge or experience.....		
4	if the other teacher accepts that the first person may contribute to the other teacher's learning and development.....		
H	The basis on which class and responsibilities are used and is:-		
1	on the judgment of those in authority.....		
2	formal division of teaching and responsibility.....		
3	the expertise and experience of the teachers.....		
4	the personal wishes of the teachers..		

		school ranking	own ranking
I	People work together:-		
1	when required to by higher authority or for personal advantage.....		
2	when co-ordination is specified by the organisation.....		
3	when a joint contribution is needed in teaching.....		
4	when collaboration is satisfying, stimulating or challenging.....		
J	Conflict is:-		
1	controlled by the intervention of higher authority.....		
2	supressed by reference to rules, procedures and definitions of responsibility.....		
3	is resolved through discussion of the merits of issues involved.....		
4	is resolved through discussion of the personal ideas and values involved.....		
K	Decisions are:-		
1	made by the person with higher power or authority.....		
2	made by the person with responsibility for the area or issue of concern.....		
3	made by the person with the most expertise and experience.....		
4	made by the persons most involved and likely to be most affected by the outcome.....		

		school ranking	own ranking
L	The communication structure current that:-		
1	commands flow down from those in authority; information flows up.....		
2	advice flows down from those with responsibility; information flows up.....		
3	information flows outwards from an activity.....		
4	information and influence flow from person to person.....		
M	The pressures of society, industry, parents etc. are responded to:-		
1	as though they are in competition, threatening to exploit the school..		
2	as though they make orderly and normal demands which could be resolved by negotiation and compromise.....		
3	as though they were imperfect and need to be managed and improved by the school.....		
4	as though they are a complex mixture of threat and support, which fails to be met by the school.....		

Q30 Do you or your department engage, at certain times in the school year, in any particular activities which require a special commitment and would make any additional projects, like that of C.S.M.A.V. very inconvenient at that time? If so, please specify in the box below.

(You may wish to include reports, exams, sports fixtures, concerts, etc.)



PART III

PLANNING OF COURSES

Q31 Which of the following statements is true of you?

Apart from my own lesson preparation I have never been involved in planning any courses.....	1
I am seldom involved in planning courses.....	2
I am frequently involved in planning courses.....	3
I am continuously involved in planning courses.....	4

IF YOU HAVE MARKED 1 TO QUESTION 31 PLEASE GO ON TO PART IV OF THE QUESTIONNAIRE, OTHERWISE PLEASE CONTINUE WITH THE NEXT QUESTION.

Q32 How much of a part do you play in planning courses within your own main teaching subject?

A great deal.....	1
A fair amount.....	2
Only a little.....	3
Not at all.....	4

Q33 How much of a part do you play in planning courses for the other subjects that you teach?

The question is not relevant because I do not teach any other subjects.....	1
A great deal.....	2
A fair amount.....	3
Not at all.....	4

Q34 How much of a part do you play in general curriculum planning (e.g. of courses which involve two or more departments working together)?

A great deal.....	1
A fair amount.....	2
Not at all.....	3

Q35 I am involved in planning in one or more of the following ways (you may circle as many or as few responses as you think appropriate):

In discussions with some members of my department.....	1
Working as a member of the team in discussions of the whole department.....	2
In discussions with members of other departments.....	3
In discussions with my own head of department.....	4
In discussions with heads of other departments.....	5
As a member of the senior management team.....	6
In discussions with individual members of the senior management.....	7
As a specialist working largely on my own.....	8

Q36 Please complete the following table by ticking the appropriate boxes and circling **five** of the numbers in the R.H. margin to indicate those factors which you think are **the five most significant.**

When I am involved in planning the teaching of a certain course or subject in the school, I take account of:

	to a great extent	to some extent	to a minor extent	not at all	
the level of ability of pupils in the class					1
the range of pupil ability in the class					2
the number of pupils in the class					3
accommodation, i.e. rooms available and their location					4
the teaching methods employed in the course					5
statements in the departmental syllabus or scheme of work					6
the number of periods allocated to the subject					7
the arrangement of the periods allocated to the subject					8
the time needed for various parts of the course					9
the ordering of the subject matter					10
the relationship of the course to other courses in my subject area					11

(contd)

Q36(cont)

PLAN (4)

	to a great extent	to some extent	to a minor extent	not at all	
suggestions from the relevant LEA adviser or encountered on in-service courses					12
statements of concepts, skills, attitudes or knowledge the course is aiming for					13
the special interests of teachers in the department					14
the external examination syllabus					15
methods of assessing pupil progress in the course					16
methods of judging the effectiveness of the course					17
the time needed to prepare material for course work					18
the capabilities of the staff (including health)					19
comments and suggestions of colleagues					20
the availability of supplementary material in the department					21
the special interests of pupils					22
my own knowledge of the subject matter of the course					23
comments and suggestions in articles or books					24
the need of the pupils to master certain skills, concepts or knowledge before moving on to another part of the course					25
suitable resources already available					26
time for marking pupils' work					27

Q37 If there are any factors you take account of in the planning of new courses which have not been included in the table you have just completed would you indicate briefly what they are in the box below.

Q38 I am involved in planning courses at one or more of the following times (you may circle as many or as few responses as you think appropriate):

Throughout the school year.....	1
At the beginning of the school year.....	2
At the end of the school year.....	3
In the first half of the summer term.....	4
In the second half of the summer term.....	5
At the start of each term.....	6
At the end of each term.....	7
At [illegible] times.....	8
Other.....	9

Please specify

Q39 I am or have been involved in planning courses for one or more of the following groups (you may circle as many or as few responses as you think appropriate):

Years four and five.....	1
Year three.....	2
Years one and two.....	3

Q40 If you circled 1 in response to Q39 were these courses:

Assessed by public examination.....	1
Assessed by teachers, but moderated externally.	2
Not assessed or moderated externally.....	3
Other.....	4

Please specify

Q41 To what extent is provision usually made for judging the effectiveness of new courses?

To a great extent.....	1
To some extent.....	2
To a minor extent.....	3
Not at all.....	4

(7)

Q42 If you circled 1, 2 or 3 in response to the previous question (ie Q41) please specify in the box below the method you use for evaluating courses.

Q43 In which of the following ways are the plans for courses communicated to members of your department: (you may indicate more than one)

By a written scheme of work internal to the school.....	1
By reference to an examination syllabus.....	2
At departmental meetings.....	3
By discussion with the head of department.....	4
By discussion between the members of the department involved in teaching the course.....	5
None.....	6
Other (please specify).....	
.....	7

PLAN (8)

Q14 Please complete the following table by ticking the appropriate boxes and circling **five** of the numbers in the R.H. margin to indicate those factors which you consider most significant.

When choosing a particular course or project to teach, or when deciding what to include in a particular course, I take account of:

	to a great extent	to some extent	to a minor extent	not at all	
Relationship of the course to interests of the pupils					1
The cost of providing new back up resources					2
The similarity to present teaching methods					3
The amount of preparation required to implement the course					4
The rigour/validity/ challenge of the course					5
The external examination syllabus requirements					6
The interests of the teaching staff					7
Recommendations from LEA advisers or obtained on in-service courses					8
The reported degree of success in other schools					9
The opinions of colleagues for the course					10
The skills requested by industry					11
Skills pupils will need to cope in everyday life					12
Support of the senior management team for the course					13
Skills or attitudes you think are required for industry					14

Q44 (contd)

	to a great extent	to some extent	to a minor extent	not at all	
The abilities of the pupils					15
The availability of suitable existing resources					16
The opportunity to change one's style of teaching					17
The amount of teaching material provided by the course					18
Development of understanding of industry					19
Development of skills needed in other subject areas					20
The suitability of the existing accommodation					21
Relationship with leisure interests/ hobbies of pupils					22
The anticipated interest and/or enjoyment of pupils in the course					23
Meeting the vocational needs of pupils					24
Development of understanding of society					25
The cost of the course material					26
Interconnection with other subjects/courses					27
The capability of the staff to handle the new material					28
The contribution made to the full development of the individual pupil					29
The flexibility of the course					30

PLAN (10)

Q45 What purpose does your departmental scheme of work have for you? (You may circle more than one response)

To provide a statement or plan to be followed by members of the department	1
To indicate the amount of work to be covered during a set period of time	2
To indicate appropriate teaching methods, departmental organisation, or assessment techniques, etc.	3
As a guideline from which appropriate work may be selected	4
To provide a statement of aims for the department	5
To provide a statement of objectives for the department	6
To record significant events or decisions made by the department	7
To provide a means of evaluating courses taught in the department	8
We do not use a departmental scheme of work	9
Other	10

please specify

Q46 To which years does your departmental scheme of work apply? (You may circle as many responses as are appropriate)

Years 1 and 2	1
Year 3	2
Years 4 and 5	3
None	4

Q47 If you are a Head of Department or Faculty do you

Check frequently to see that the scheme of work is being implemented..... 1

Make infrequent checks..... 2

Make no formal or informal checks..... 3

Work so closely with members of the department that formal checks are unnecessary..... 4

Q48 If the scheme of work is not being followed do you

Not interfere..... 1

Discuss the reasons for the failure to use the scheme of work.... 2

Argue for the adoption of the scheme of work..... 3

Insist that the scheme of work is followed..... 4

Q49 For what reasons would you decide you plan needed revision.....

Because of poor external examination results with a particular board or syllabus..... 1

Because of poor internal examination results..... 2

Because pupils are dissatisfied with, or not sufficiently involved or interested in the existing scheme..... 3

Because other teachers comment..... 4

Because the Head comments..... 5

By comparison with courses in other schools..... 6

Because of staff changes..... 7

Because of changes in pupil intake..... 8

For any other reason..... 9

Please specify

PART IV

THE CORAG ENQUIRY

(1)

Q50 From what persons or groups do you believe the C.C.R.A.G. project came initially?

Universities	1
Colleges of Education	2
The Department of Education and Science	3
Politicians	4
Her Majesty's Inspectors of Schools	5
The local Education Authority	6
The Examination boards	7
The Schools Council	8
The Schools	9

Q51 How strongly in your opinion was the need for the project felt by different groups?

	to a great extent	to some extent	to a minor extent	not at all	disputed by
H.M.I.					
LEA Advisers					
The Head					
The Teachers					

Q52 To what extent in your opinion did the following groups or persons clearly define why the project was needed and which issues they hoped it would help to resolve?

	to a great extent	to some extent	to a minor extent	not at all
H.M.I.				
LEA Advisers				
The Head				
The Teachers				
The Senior Management Team				
The CCRAG coordinator in the school				

CCRAG (2)

Q53 How were you informed about the project before the formal start of the exercise in the school?

By letter/leaflet	1
By means of a formal document	2
By out of school discussions with HMI or LEA advisers	3
By discussions in school with HMI or LEA advisers	4
At whole staff meetings at which no HMI or LEA advisers were present	5
At departmental meetings	6
By personal contact with the Head	7
By personal contact with the Head of Department	8

Q54 How precisely were the objectives for the project defined?

Very precisely	1
Fairly precisely	2
In general terms	3
Vaguely	4
Not defined in any formalised way	5

Q55 How realistic, in your opinion, were the official objectives of the project?

The objectives are

Extremely ambitious and unobtainable as originally stated	1
Very ambitious and probably unobtainable	2
Very ambitious but obtainable	3
Moderately ambitious and obtainable	4
Not very ambitious	5

Q56 Do you consider the staff were adequately consulted about the C.C.R.A.G. project before it formally began in the school?

Don't know	1
Yes	2
No	3

Q57 If you answered 'No' to the previous question please give the reasons for your response in the box below.

Q58 What do you see as the main purpose of the C.C.R.A.G. enquiry? (you may circle as may responses as you think appropriate)

To check on standards or the coverage of the curriculum.....	1
For in-service development of staff.....	2
To examine the curriculum and hence provide information for school-based policy decisions.....	3
To provide information for HMI or the LEA on which they may base local or national policy decisions.....	4
To make teachers more accountable for their practice.....	5
Other.....	6

Please specify

Q59 Was the overall plan of the enquiry clearly specified before the start of the enquiry?

Yes, clearly and in detail.....	1
Yes, clearly but not in detail.....	2
Yes, but not clearly.....	3
There was no real plan issued.....	4

Q57 If you answered 'No' to the previous question please give the reasons for your response in the box below.

Q58 What do you see as the main purpose of the C.C.R.A.G. enquiry? (you may circle as may responses as you think appropriate)

To check on standards or the coverage of the curriculum.....	**1**
For in-service development of staff.....	2
To examine the curriculum and hence provide information for school-based policy decisions.....	3
To provide information for HMI or the LEA on which they may base local or national policy decisions.....	4
To make teachers more accountable for their practice.....	5
Other.....	6

Please specify

Q59 Was the overall plan of the enquiry clearly specified before the start of the enquiry?

Yes, clearly and in detail.....	1
Yes, clearly but not in detail.....	2
Yes, but not clearly.....	3
There was no real plan issued.....	4

Q60 Have you received the initial L.E.A. circular on the C.C.R.A.G. enquiry? (This outlines the ways the school might initially proceed with the task of curriculum reappraisal using E1 and E2.)

Yes.....	1
No.....	2

IF YOU ANSWERED 'NO' TO THE PREVIOUS QUESTION PLEASE GO ON TO Q63.

Q61 How clearly were the tasks specified in the L.E.A. circular?

Clearly, and in detail.....	1
Clearly, but not in detail.....	2
Not clearly.....	3

Q62 How comprehensible were the concepts used in the L.E.A. circular?

Comprehensible, and in a form I could use.....	1
Comprehensible, but not in a form I could use.....	2
Incomprehensible.....	3

Q63 How many meetings convened in the school to discuss C.C.R.A.G. have you attended?

	Number
Meetings convened by the department of my main teaching subject	
Meetings convened by the department of my subsidiary teaching subject	
Meetings convened by departments in which I do not teach	
Heads of Departments meetings	
Senior Management meetings	
Meetings of H.O.D.s. from other CCRAG schools	
Other (please specify)	

Q64 How many meetings convened out of school to discuss C.C.R.A.G. have you attended?

	Number
H.O.D. meetings at _ _ _ _ for my main teaching subject	
H.O.D. meetings at _ _ _ _ for my subsidiary area of responsibility or teaching subject	
C.C.R.A.G. Steering Committee Meetings	
Meetings at the D.E.S. in _ _ _ _	
The Conference at Stoke Rochford	
H.O.D. meetings at _ _ _ _ _ _ School, _ _ _ _ _	
Other (please specify)	

Q65 How much time have you had to devote to the C.C.R.A.G. enquiry so far and how difficult has it been for you to find that time?

More time needed, impossible to find..... 1

A lot of time, very difficult to find..... 2

A lot of time, not too difficult to find..... 3

A moderate amount of time, very difficult to find..... 4

A moderate amount of time, not too difficult to find..... 5

A relatively small amount of time, still very difficult to find 6

A relatively small amount of time, not too difficult to find.... 7

No effective time spent on C.C.R.A.G..... 8

Q66 Have you been involved in drafting any written material for C.C.R.A.G. so far?

I have been involved in the drafting of:

part of the departmental statement on aims and objectives..... 1

the whole of the departmental statement on aims and objectives..... 2

a summary of the responses from various members of the department..... 3

the programme for the In-House Conference..... 4

reports of discussions during the In-House Conference..... 5

Q47 What different sources were used to obtain information, or to seek help and support during the project?

		Help sought from	Help given by	Usefulness		
				Very	Somewhat	Not at all
1.	N.N.I					
2.	L.E.A Advisers					
3.	The Red Book-Curriculum 11-16					
4.	The White Book-Curriculum 11-16					
5.	Colleagues					
6.	Heads of Department					
7.	Deputy Head					
8.	Head					
9.	The Researcher					
10.	Books and documents on education					
11.	Co-members of Educational Societies					
12.	The departmental scheme of work					
13.	Minutes of H.O.D. meetings at - - - - -					
14.	CSE/O progress reports					
15.	Subject statements or papers from L.E.A. advisory staff					
16.	Other (please specify)					

Q68 How valid and useful are the departmental statements of aims and objectives formulated for C.C.N.A.E.?

To what extent do you agree with the following statements?

		to a great extent	to some extent	to a minor extent	not at all
1.	Aims and objectives are inferred from teaching activity				
2.	The formulation of objectives should be the first step in curriculum development and planning				
3.	Objectives overestimate the degree to which educational outcomes can be predicted				
4.	You cannot assess an educational outcome unless you are clear about your objectives				
5.	You cannot state educational objectives to the same precision in all subjects				
6.	An educational objective is a statement of the behaviour the learner is to exhibit				
7.	Pre-specification prevents the teacher from taking advantage of unexpected opportunities				
8.	By focusing on short-term objectives you lose sight of the overall aims				
9.	Not all teachers have the inclination or time to be involved in the writing of objectives				
10.	Objectives must be continually modified according to circumstances				
11.	Low objectives may be set to avoid the danger of failure				

(continued)

Q68 (continued)

		to a great extent	to some extent	to a minor extent	not at all
1.	Education is a life long process to which terminal goals cannot be attributed				
2.	A subject department cannot function properly without a clear set of objectives				
3.	Each lesson should have a clear set of objectives				
4.	Educational objectives should be set nationally				
5.	Educational objectives should encompass the needs of society and the needs of industry				
6.	All objectives cannot be stated - teaching is too complex				

Q69 How valid and useful was the analysis of the eight areas of experience?

To what extent does the area of experience checklist (Q2) enable teachers to

		to a great extent	to some extent	to a minor extent	not at all
1.	Develop a more coherent view of the whole curriculum				
2.	Provide progressive experience for pupils in all areas				
3.	Consider the more effective use of time				
4.	Keep the balance of pupil activities in perspective				
5.	Identify gaps in the curriculum				
6.	Perceive their own contribution and hence improve their morale				

(continued)

Q69 (continued)

		to a great extent	to some extent	to a minor extent	not at all
7.	Co-ordinate pupils learning more effectively				
8.	Assess quantitatively the contribution of their subject to each of the 8 areas				
9.	Define the total experience of an individual pupil in the school				
10.	Prescribe the amount of learning time each pupil should spend on various subjects				

Q70 What were the difficulties encountered in the course of the enquiry?

Please indicate the potential seriousness of each of the difficulties mentioned in the table below.

		Very Serious	Somewhat Serious	Observed but not serious	Not observed
1.	Long distances between the schools involved or to go to meetings				
2.	Difficulty in locating LEA advisers when wanted				
3.	The school is still reorganising and formulating policy, thus teachers think the enquiry is ill-timed				
4.	Motivation is reduced by the recession and threat to find jobs				
5.	Ideas were not shared openly between HMI, LEA advisers and teachers				
6.	Difficulties with the language level used				
7.	Significant differences in values between HMI, LEA advisers and teachers				

(continued)

Q70 (continued)

		Very Serious	Somewhat Serious	Observed but not serious	Not observed
8.	Disputes about education between politicians lead to confusion				
9.	Pressure from politicians on curriculum policy				
10.	Inadequacy of resources for the enquiry e.g. supply teaching, secretarial help				
11.	The project is too much centralised at LEA, HMI level				
12.	Not enough co-ordination of people in different roles				
13.	Lack of common understanding on objectives for the enquiry				
14.	Lack of agreement on objectives for the enquiry				
15.	Support and advice were not adequate				
16.	The enquiry has been implemented too fast				
17.	Inadequate consideration of problems encountered				
18.	People in key roles have not devoted enough energy/ enthusiasm to the enquiry				
19.	Insufficient rewards for participation				
20.	Lack of persistence by those promoting the enquiry				
21.	Understanding of the project is too rigid and narrow				
22.	Understanding of the project is too loose and broad				
23.	The enquiry has been implemented too slowly				
24.	Inadequate communication about the project through the whole school				

Q71 To what extent have you experienced benefit from the following in the C.C.R.A.G enquiry?

	to a great extent	to some extent	to a minor extent	not at all
Meetings within departments				
Meetings with other departments				
Meetings with teachers from other schools				
Meetings with HMI/LEA advisers				
Increased understanding in your own subject area				
Increased understanding of whole curriculum issues				
Confirmation of existing practice				
Informal discussions in the school				

Q72 The following are important elements in a strategy for implementing a project. To what extent were these elements emphasised in the C.C.R.A.G project?

		to a great extent	to some extent	to a minor extent	not at all
1.	The belief that people ought to be able to solve their own problems and make their own decisions with minimum outside interference or assistance				
2.	Control, participation and decision making by teachers				
3.	Responsive to school needs, customs and wishes				
4.	Wide latitude for individual choice and initiative				
5.	National objectives should be strongly adhered to				
6.	Involvement and direction by top administrators				
7.	Sanctions for failure to conform to project procedures				
8.	Use of directives and procedural manuals				

Q72 (continued)

		to a great extent	to some extent	to a minor extent	Not at all
9.	Maximum use of all possible approaches				
10.	Search for new ideas from as many people as possible				
11.	Broad definition of goals				
12.	Openness to redefining goals and procedures				
13.	Clear definition of objectives				
14.	Careful and specific planning in detail				
15.	Techniques of persuasion				
16.	Identification and use of formal and informal leaders for the project				
17.	Use of specialists to provide help and support				
18.	Major effort to understand teachers' actual situation				
19.	Feedback from the organisers as the project goes along				
20.	Advanced communication of plans for the project				
21.	Progress reports of activities undertaken by all CCRAG schools				

Q72 (continued)

		to a great extent	to some extent	to a minor extent	Not at all
9.	Maximum use of all possible approaches				
10.	Search for new ideas from as many people as possible				
11.	Broad definition of goals				
12.	Openness to redefining goals and procedures				
13.	Clear definition of objectives				
14.	Careful and specific planning in detail				
15.	Techniques of persuasion				
16.	Identification and use of formal and informal leaders for the project				
17.	Use of specialists to provide help and support				
18.	Major effort to understand teachers' actual situation				
19.	Feedback from the organisers as the project goes along				
20.	Advanced communication of plans for the project				
21.	Progress reports of activities undertaken by all CCRAG schools				

Q73 Have you received the LEA circular on assessment?

Yes.....	1
No.....	2

IF YOU ANSWERED 'NO' TO THE PREVIOUS QUESTION PLEASE GO ON TO Q76.

Q74 How clearly are the procedures you are asked to undertake specified in the assessment document?

Clearly, and in detail.....	1
Clearly, but not in detail.....	2
Not clearly.....	3

Q75 How comprehensible are the concepts used in the document?

Comprehensible and in a form I could use.....	1
Comprehensible, but not in a form I could use.....	2
Incomprehensible.....	3

Q76 How committed are you to the C.C.R.A.G enquiry?

To what extent do you agree with the following statements

		to a great extent	to some extent	to a minor	not at all
1.	I do not wish to participate in the CCRAG enquiry				
2.	I am as yet uncertain about the overall benefit of the enquiry to this school				
3.	I feel that I ought to participate because it might look bad if I didn't and might reflect on me or the school				
4.	If the school is committed to CCRAG, then all the teachers have an obligation to participate also				
5.	I felt encouraged to participate because H.M.I and L.E.A advisers are associated with the enquiry				
6.	All schools should be reappraising their curriculum continuously; C.C.R.A.G suggests a method for doing this				
7.	The methods of reappraisal used by C.C.R.A.G are proving useful and helpful to all concerned				
8.	C.C.R.A.G has had unanticipated benefits e.g. valuable discussions both in and out of school, provision of information on assessment, etc.				
9.	I feel that all schools should eventually become involved in C.C.R.A.G				

PART V

SUMMARY

If you wish to make a general statement please answer, in the space provided, the following questions.

Q77 What do you see as your own particular contribution to the teaching in this school?

Q78 How satisfied are you with the present organisation of the school? Please explain the reasons for your feelings.

Q79 How satisfied are you with the present teaching in the school? Please explain the reasons for your answer.

Q80 What purpose has the planning of courses for you?

Q81 What part do you take in the planning of courses?

Q82 What general principles are involved in planning?

Q83 What part have you taken in the I.C.R.A.G enquiry?

Q84 What do you see as the purpose of the C.C.R.A.G enquiry?

Q85 Which issues have been raised in the school as a result of the C.C.R.A.G enquiry?

Q86 How satisfied are you with the organisation of the CCRAG enquiry either in general or in this school? Please give reasons for your answer.

Date of completion: _____

Thankyou very much for completing this questionnaire.

Will you please return the completed questionnaire by giving it to me personally, or by placing in the box below the C.C.R.A.G. notice board in the staffroom.

If you have any further views or reactions to the planning of courses or the C.C.R.A.G enquiry please state them below or overleaf.

R. M. Canadine
December, 1980.

APPENDIX X4

THE CASE STUDY SCHOOL - INFORMATION/DESCRIPTION

The Case Study School - Information / Description.

A ACCOMMODATION

(i) Population 1979/80

	Sept. 1979	Sept. 1980
(a) No. of pupils	904	884
(b) No. of teaching staff	49 + Head	47 + Head
(c) No. of ancillary staff	13	13

(d) No. of pupils / year	Sept. 1979	Sept. 1980
1st Yr.	179	168
2nd Yr.	168	185
3rd Yr.	161	176
4th Yr.	192	163
5th Yr.	204	192
6th (1st Yr.)	-	-
(2nd Yr.)	-	-

(e) Catchment area

School	Description	Intake	
		Sept. 1979	Sept. 1980
A	Rural / commuter	26	29
B	Rural (earthy!)	5	10
C	Rural - church school	9	11
D	Church school - town	14	6
E	Church school - rural	6	7
F	Rural - very popular school	25	27
G	Town - "Good" housing etc.	34	35
H	Rural	17	13
I	Town - church school/deprived compared with remainder	27	17
-	Out of catchment area	16	13

(ii) Organisation Pattern

(a) Academic Structure

Deputy Head - Curriculum: convenes meetings of Heads of Department. Heads of Year, etc. are invited and attend these meetings.

Major departments

- English and drama
- Maths
- Science - no HOD, elected convenor (reflects situation at re-organisation/amalgamation)
- Languages
- Social Studies
- Technical Subjects
- Music - Head of Department organises peripatetic music teachers.
- Art
- Remedial Subjects
- Business Studies - 1 teacher works closely with Social Studies.
- PE / Games

(b) Pastoral Structure

Head of Year 5

Head of Year 4

Head of Year 3

Head of Lower School yrs 1 and 2 - responsible for Primary School liaison.

Assistant Head of Lower School

All teachers have pastoral responsibilities: all people with specific pastoral responsibilities are also teachers, who spend a lot of their time teaching.

There is a Deputy Head with specific pastoral responsibilities, but this is a reflection of the situation at the time of amalgamation/reorganisation in 1977, rather than school policy.

(iii) Quality of accommodation

(a) A plan of the school -------

(b) Number of classrooms 35

Number of laboratories 5 + Rural Science Room

Number of prep. rooms 2

Number of workshops 3

Drama facilities available use of main Hall

Sports facilities Sports Hall

Gymnasium

Special facilities:

Language Laboratory - converted room with loop system

Rural Science Room

Temporary accommodation - 6 demountable classrooms - one converted for use as a workshop.

(d) Date of building 1960 / 1970

(e) Proposed alterations/ extensions -

(f) Playing fields Good and extensive

B TEACHING

(i) Distribution of teachers

(a) in departments

1980

Faculty	Department	No. of teachers
	English	5 + Head + Deputy Head
	Maths	6 + Head of Lower School
	Science	6 6
	Languages	3 3
	Social Studies	5 + Deputy Head
	Business Studies	1 1
	Technical Subjects	6 + Deputy Head
	Remedial Education	3
	Music	1
	Art	3
	PE / Games	4

(b) holding positions of responsibility

1980

Grade/Scale	No. of teachers
I	8
II	15 + 2 protected
III	13 + 1 protected
IV	1 + 1 protected
Senior Teacher	3
Deputy Head	3
Head	1

(ii) Categories of teachers

Category	No. of teachers
Remedial	3
With Pastoral responsibility	ALL (3 Heads of Year, 1 Head of Lower School, 1 Assistant Head of Lower School)
Subject specialists	ALL
Others	

(iii) Pupils attainments

(a) Examination Results 1980

Exam.	No. of passes	No. of Exams. entered	No. of pupils entered
A Level	-	-	-
O Level	225	17 subjects	81 pupils 320 subject entries
CSE Grade 1	166	22 subjects	154 pupils 1255 subject entries
CSE Grades 2-5	877	22 subjects	154 pupils 1255 subject entries

(b) Other examinations

Music + Dance } A large number of children take Royal School of Music exams at all grades, playing a wide range of instruments

R.S.A.- Typing / N.A.M.C. Welfare.

(c) Awards

Sports Football : Athletics : Cross-Country : Trampolining

Competitions Major Award Winner

Nat-West "Project Respond"

(iv) Quality and standards in teaching

(a) Qualifications

Qualification	No. of Staff
PhD	1
M.A./M.Sc. in specialist subject	1
M.Ed.	2
B.A./BSc. (Hons) in specialist subject	11
B.A./BSc. (Gen) in specialist subjects	3
B.Mus.	1
B.Ed.	5
Teaching Certificate	19
P.G.C.E./Dip. Ed.	
Advanced Dip. Ed.	1
Associate/Graduate of professional Institute A.T.D.	2
Craft Certificate	1
Scottish M.A. (General Degree)	1

(b) Training in service

Type of Course	No. of staff		
	1977	1978	1979
On secondment		1	
In-service - subject course			
- management course	2	2	2
External course	4	4	3

(c) No. of probationary (NQT) teachers -

(d) Groups / Committees meeting regularly in the school.

Group	Personnel Involved	Venue and Frequency of meetings	Area of Responsibility
Senior Management	Head + 3 Deputies + 3 Senior Teachers + Head of English	Heads Room Mondays 4.00-5.30	General School Policy and its Implementation
Heads of Department	Head + Deputy (Curriculum) + Appropriate Year Head + HODs	As Appropriate Junior Library	Curricular Policy and Implementation
Staff Meeting	All	Approximately each ½ term	Discussion/Information
Year tutor Meetings	Head of Year/Form Tutor	As Appropriate	

(e) Job descriptions (if available) for positions of responsibility.

Were part of original handbook. Revision of this was to be undertaken in the Autumn Term 1980 - not done because Deputy ill/ CRAG, etc.

(f) Methods of teaching and grouping
e.g. banding/setting/M.A. groups.

General strategy for

1st/2nd Year: Remedial Group withdrawn for 28 periods
Maths - Setting, remainder mixed ability

3rd Year: Setting

4th/5th Year: Course options

6th Form: -

(g) Integrated courses used in the school: Year 1 - Integrated Humanities. Years 1 and 2 Combined Science Years 4 and 5. Family, Home and Work.

(h) Social/Personal courses: Years 4 and 5 Family, Home and Work/Practical Skills.

(i) Unstructured time: (e.g. form periods) 2 form periods weekly - replacing assemblies.

(j) Staff handbook: (if available) out of date now

C SUPPORT FOR TEACHING

(i) Personnel

	Number of staff
Aides including technical	4
Clerical	4
Supervisory	5 x Mid-day Assistants

(ii) Physical

(a) Books/stationary
present position: unsatisfactory
allowance (capitation)? _____

(b) Mechanical aids No response

(c) Audio-visual equipment No response

D SERVICES FOR PUPILS

(i) Counselling facilities No designated counsellor:- Form Tutors/Year Heads.

(ii) Free school meals Number/week. No response

(iii) Evaluation. Record card (example)
option advice 4th Year } available
6th Form
prospectus.

E OUTSIDE ACTIVITIES

(i) Educational visits to

(a) museums London to various Museums - e.g. Dec. 1980

(b) Theatre/music/arts Annual visits to Stratford - 2 in 1980.
Regular visits to Clwyd.
Christmas theatre visit - lower school and parents.
Visits to Halle etc.

(c) physical recreation County ski-ing trip Feb. 1980
Ice skating expeditions
Hill walking
Visits to Wembley - Football
Visits to Wembley - Hockey
Visits to Wembley - Athletics

(d) swimming Wrexham Baths

(e) pupils courses Annual year one visit to Menai - Autumn term.
Annual year two visit to Fleet - Spring term.

(f) trips abroad 1979-1980 Educational Cruise Summer 1980
Visit to Paris October 1980
Projected visit to Italy Summer 1981

F SERVICES TO PARENTS

(i) Home / school links

a) parents evenings 2 per year group per annum. 2 yearly Careers Convention

b) P.T.A. One "Event" each month / 6x full committee meetings /AGM.
Regular sub-committee meetings

(ii) consultation/complaints facilities Approx. 5 Lower School "Clinic" evenings
plus Parents come when they need

(iii) Evening visits to each of the nine contributory Primary Schools to meet prospective parents (Jan. - Feb. annually) Plus evening visit of new parents and their children to the school.

(iv) Regular news bulletin to parents.

G SCHOOL GOVERNMENT

(i) Governing body

Membership 4 County Councillors, 4 Borough Councillors, 2 co-opted members, 2 teachers, 1 primary Head. (Head attends - does not vote).

Frequency of meetings 1 per Term

Venue School

Chairman County Councillor

(ii) Other outside contacts Governors invited to all school functions and receive bulletin - as do "friends" of the school. School belongs to Education/Industry Group.

H PUPIL INSTITUTIONS

(i) School Council

Venue _____

Frequency of meetings _____

Membership _____

Chairman _____

(ii) Other Meetings of Form Representatives from time to time, e.g. to discuss provision of coffee for year 5, their ideas for Christmas, etc.

APPENDIX X5

PROFORMAE GIVEN TO PHASE 1 SCHOOLS

SCHOOL:

SUBJECT/ACTIVITY

SCHOOL

YEAR GROUP

ABILITY RANGE

OBJECTIVES (including behavioural)

CONCEPTS

SKILLS

CONTENT/ METHOD

ASSESSMENT

SCHOOL

PRO FORMA 2

YEAR GROUP

PROJECT/ACTIVITY

ABILITY RANGE

ESTHETIC/CREATIVE	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
RHICAL	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
NGUISTIC	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
ATHEMATICAL	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
HYSICAL	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
CIENTIFIC	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
OCIAL/POLITICAL	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
PIRITUAL	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

ROSS REFERENCE
ETHODS TO
RO FORMA 1

EFINITION OF GRADES FOR PRO FORMA 2

No direct or indirect contribution to this area of experience.

An indirect contribution (probably in conjunction with contributions from other activities) to the pupils' development in this area of experience.

A free standing but not substantial contribution to the pupils' initial development in this area of experience.

A recognisable contribution which bears directly on pupils' developing awareness of this area of experience.

A significant contribution to pupils' development and perceptions in this area of experience.

A substantial and marked contribution to the more complex levels of pupils' conscious development and awareness in this area of experience.

SCHOOL .....

1. DES/LEA 11-16 PROJECT (CCRAC)
2. SCHOOLS & SOCIETY - SUBJECT CONTRIBUTION

NB It is intended that this paper should be discussed by all members of each subject department and 1 return made for each subject. Each positive response should prompt a short and precise reference to issues explored, either in the space provided or by cross-reference to existing documentation for the subject.

Assessment of the opportunities provided by the subject to promote understanding of society should be marked on the scale:

Key: 0 not applicable; 1 no reference in subject's work; 2 referred to incidentally; 3 incorporated in syllabus; 4 detailed work undertaken.

IN WHAT WAYS DOES THE SUBJECT PROMOTE INTEREST IN AND UNDERSTANDING OF SOCIETY IN THIS COUNTRY AND, FOR THE PURPOSES OF COMPARISON, SELECTED COUNTRIES ABROAD?

	Year 1	Year 2	Year 3	Year 4	Year 5
1. SOCIETY AS ORGANISED					
1.1 Political:					
1.1.1 terms and concepts	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
1.2 institutional structures					
1.3 political processes and action					
1.4 law making					
1.5 individuals' rights and responsibilities					
1.2 Economic:					
1.2.1 terms and concepts	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
2.2 economic systems					
2.3 creation of wealth					
2.4 distribution of wealth					
2.5 individuals' rights and responsibilities					
1.3 Technological and Scientific:					
1.3.1 terms and concepts	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3.2 developments over last 100 years					
3.3 rate of change					
3.4 effect on society					
3.5 effect on individuals' rights and responsibilities					
3.6 individuals' rights and responsibilities					
1.4 Social:					
1.4.1 terms and concepts	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4.2 structure of society					
4.3 distribution of power and authority					
4.4 beliefs and mores					
4.5 communication networks					
4.6 individuals' rights and responsibilities					
1.5 Cultural and Leisure:					
1.5.1 terms and concepts	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5.2 patronage of the arts					
5.3 access to the arts					
5.4 patronage of sport					
5.5 access to leisure opportunities					
5.6 the environment - use and misuse					
5.7 the multi-cultural nature of society					
5.8 the pluralistic nature of society					

SCHOOL .....

N.B. Assessment of the provision of opportunities by the subject in the following sectors should be marked on the scale:
0 not applicable; 1 not undertaken; 2 undertaken but not very significant in subject's work; 3 significant; 4 very significant.

IN WHAT WAYS DOES THE SUBJECT HELP THE PUPIL TO FUNCTION AS A MEMBER OF THE SCHOOL SOCIETY?

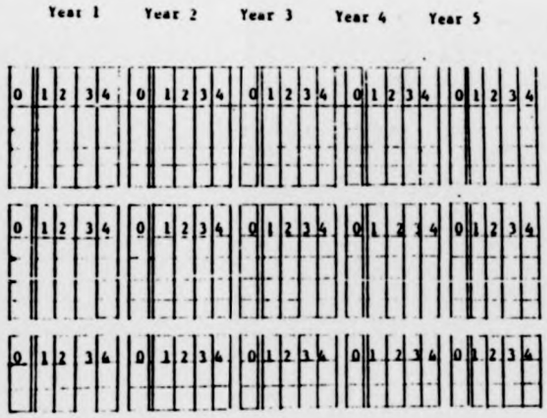
2. SCHOOL AS SOCIETY

2.1 Educational Extension

2.1.1 field studies
.2 study visits
.3 holidays
.4 physical activities
.5 outdoor pursuits
.6 clubs and societies
.7 residential experience
.8 Duke of Edinburgh Award
.9 other (please specify)

2.2 Adult

2.2.1 work experience
.2 adult/evening institute



TO WHAT EXTENT DOES THE SUBJECT PROVIDE SPECIAL SUPPORT FOR PUPILS?

3. SCHOOL AS AN AGENT IN SOCIETY

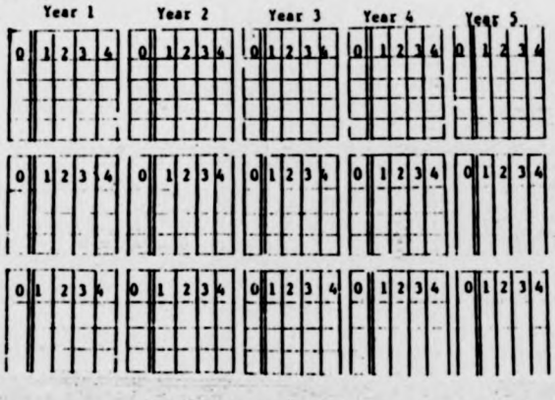
3.1 Compensatory
3.1.1 compensation for social deprivation
.2 compensation for educational deprivation
.3 recreational help
.4 contact with social services

3.2 Developmental

3.2.1 identification of particular talents
.2 fostering of particular talents
.3 exploitation of resources of locality

3.3 Through Local Organisations

3.3.1 academic organisations
.2 social and recreational organisations
.3 other (please specify)



DES/LEA 11-16 PROJECT (CCEAC)

SCHOOLS AND SOCIETY - NON-DEPARTMENTAL CONTRIBUTION

NB a) It is intended that the following 3 groups of staff should each discuss and complete this paper on the basis of the school's existing policy and provision:

1) Form/House tutors) 1 return per House or Year
Year/House heads)
2) School Counsellor(s)
3) Senior Management Team (including Pastoral Co-ordinator)

b) This paper should be accompanied by a brief statement of the nature of the links between the pastoral and academic systems.

c) Please attach any brief explanation of particular points, and cross-reference to the section number.

Key: 0. not applicable; 1. little emphasis; 2. some emphasis; 3. significant emphasis; 4. very significant emphasis.

WHERE DOES THE SCHOOL PLACE ITS EMPHASIS ON THE PROVISION OUTSIDE THE SUBJECT DISCIPLINES IN ORDER TO DEVELOP THE SKILLS AND ATTITUDES APPROPRIATE TO THE NEEDS OF PUPILS AS FUNCTIONING MEMBERS OF ADULT SOCIETY?

	Year 1	Year 2	Year 3	Year 4	Year 5
1. ATTITUDES TO ONESELF.					
1.1.1 assess own strength and limitations	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
1.1.2 self discipline, concentration, perseverence, reliability					
1.1.3 enterprise in tackling the unfamiliar					
1.1.4 working independently					
1.1.5 willingness to accept authority and supervision					
1.1.6 safety of self					
1.1.7 other: please specify					
ATTITUDES TO OTHERS.					
1.2.1 readiness to organise/lead others	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
1.2.2 co-operation with others: peers					
elders					
1.2.3 adaptability					
1.2.4 responsibility, integrity					
1.2.5 sympathy, sensitivity, tact					
1.2.6 safety of others					
1.2.7 other: please specify					
ATTITUDES TO ENVIRONMENT AND CIRCUMSTANCES					
1.3.1 adaptability and re-educability	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
1.3.2 curiosity and imagination					
1.3.3 readiness to take decisions					
1.3.4 readiness to exercise initiative					
1.3.5 respect for environment, including participation and conservation					
1.3.6 leisure activities					
1.3.7 other: please specify					

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2. HOW MUCH IMPORTANCE DOES THE SCHOOL ATTACH TO THE FOLLOWING IN HELPING TO PROMOTE THE PARTICIPATION OF THE PUPIL IN THE FUNCTIONING OF THE SCHOOL ITSELF?

SCHOOL .....

Key: 0. not applicable; 1. little importance; 2. some importance; 3. important; 4. very important.

	Year 1	Year 2	Year 3	Year 4	Year 5
2.1 STRUCTURAL					
2.1.1 governing body	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
.2 school council					
.3 house or year councils					
.4 prefect system					
.5 other - please specify					
2.2 EDUCATIONAL EXTENSION					
2.2.1 field studies	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
.2 study visits					
.3 holidays					
.4 physical activities					
.5 outdoor pursuits					
.6 clubs and societies					
.7 residential experience					
.8 other - please specify (e.g. Duke of Edinburgh Award)					

3. HOW MUCH IMPORTANCE DOES THE SCHOOL ATTACH TO THE FOLLOWING IN ITS INVOLVEMENT WITH THE COMMUNITY?

Key: 0. not applicable; 1. little importance; 2. some importance; 3. important; 4. very important.

	Year 1	Year 2	Year 3	Year 4	Year 5
3.1 COMPENSATORY					
3.1.1 compensation for social deprivation (community service)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
.2 compensation for educational deprivation					
.3 recreational help					
.4 contact with Social Services					
.5 other - please specify					
3.2 DEVELOPMENTAL					
3.2.1 identification of particular talents	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
.2 fostering of particular talents					
.3 exploitation of resources of locality.					
.4 examining of the pluralistic nature of society					
.5 examining the multi-cultural nature of society					
.6 other - please specify					

	Year 1	Year 2	Year 3	Year 4	Year 5
3.3 LOCAL ORGANISATIONS					
3.3.1 contact with Youth Service	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
.2 contact with Churches					
.3 contact with other organisations - please specify					
3.4 PARENTAL					
3.4.1 existence of a PTA	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
.2 access of parents to school					
.3 use of parent/teacher interviews					
.4 involvement in curricular/career choice					
.5 involvement of parents in selection policy for GCE/CSE					
.6 use of parents in school					
.7 speech/open days					
.8 other public occasions					
.9 other - please specify					
3.5 GOVERNORS					
3.5.1 the governing body by school	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

4. IN WHAT WAYS DOES THE COMMUNITY INVOLVE ITSELF IN THE SCHOOL?

Please attach a short statement to indicate how the community, including FE:

4.4.1 makes use of the facilities
.2 participates in whatever way in the educational provision of the school.

5. Please add a short statement on any topics which it is felt have been omitted or inadequately covered.

HJ

DES/LEA 11-16 PROJECT (CCRAC) SCHOOL.....

SCHOOLS AND WORK - GENERAL FRAMEWORK

NB It is intended that this paper should be discussed by the Head, senior management and appropriate colleagues. The school may wish to provide a short and precise explanation to some of the sections. Please cross-reference to the section number.

Key: 0 not applicable; 1 not effective; 2 effectiveness not very significant; 3 effective; 4 effectiveness very significant.

Please tick the appropriate number.

IN WHAT WAYS DOES THE SCHOOL PROMOTE INTEREST IN AND UNDERSTANDING OF THE WORLD OF WORK?

		0	1	2	3	4
1.	SCHOOL POLICY					
1.1	explicit policy for the preparation of young people to work in an industrial society					
1.2	implicit policy for the preparation of young people to work in an industrial society					
1.3	organisational structure to implement policy, ie correlation of work in different subjects: links between subjects and careers staff					
1.4	measures to respond to career perceptions and needs particular to boys and girls					
1.5	programme to prepare all pupils for possible unemployment					
1.6	measures for pupils assessed as handicapped					
1.7	machinery for policy evaluation					
2.	TEACHER KNOWLEDGE OF INDUSTRY. See attached questionnaire W1/778Q.					
2.1	built into initial training					
2.2	through in-service training					
2.3	through previous experience in industry					
2.4	other (please specify)					
2.5	exploitation of teacher knowledge of industry in school					
3.	TEACHER LINKS WITH INDUSTRY AND FE/HE					
3.1	planned visits by teachers for work observation					
3.2	planned visits by teachers for work experience					
3.3	school/industry liaison committee					
3.4	involvement of employers in planning curricular work for pupils					
3.5	involvement of teachers with the careers service					
3.6	regular links with HE/FE					
3.7	others (please specify)					
3.8	exploitation of the links within school					
4.	PREPARATION OF PUPILS FOR THE WORLD OF WORK					
4.1	Subject contribution to interest in and understanding of the world of work is dealt with in paper W2/778					
4.2	the contribution of careers education and vocational guidance is dealt with in paper W3/778					
5.	PARENTS. Please indicate the percentage of parents involved in each case					
5.1	parental participation at careers service interviews					
5.2	parental participation at careers conventions					
5.3	parental participation and role at other meetings at school					
5.4	parental participation in the preparation of pupils for the world of work (eg as consultants for own job sectors)					
5.5	parental participation in curricular and careers choices					
6.	GOVERNORS					
6.1	involvement of governors in employment/work aspects of the curriculum					
6.2	range of representation					

DES/LEA 11-16 PROJECT (CCRAG) SCHOOL .....

STAFF LINKS BETWEEN SCHOOL AND WORK

As part of the interface between schools and the world of work it would be most valuable for the Curriculum Project to have the following information. Would you please answer the following questions. The information is in confidence: only overall statistical patterns will be collated from individual returns. Thank you for your help and co-operation.

Please circle appropriate word or number.

1. Man Woman Year groups to which you have a teaching commitment
1 2 3 4 5 6

2. Subjects taught:-

3. Involvement in pastoral organisation:-

4. Involvement in the careers/guidance programme:-

5. Have you been employed in work other than teaching? Yes No

5.1 If 'yes' please state briefly the nature of employment and approximate length of service (include HM Forces and vacation work)
Full time

Part time

6. Does your teaching bring you into contact with people in other types of employment? Yes No

7. If 'yes' please say how

8. Have you taken part in any schemes of participation of teachers in industry? Yes No

9. Have you had experience in:-	Here		Elsewhere	
9.1 teaching careers lessons?	Yes	No	Yes	No
9.2 teaching social relationships lessons?	Yes	No	Yes	No
9.3 interviewing third year students regarding option choices?	Yes	No	Yes	No
9.4 accompanying students on careers visits?	Yes	No	Yes	No
9.5 involvement with students on work experience?	Yes	No	Yes	No

10. Please list any further information you feel appropriate overleaf regarding -

10.1 knowledge of industry through initial training

10.2 knowledge of industry through in-service training

10.3 other links with industry

10.4 other links with FE/HE

1. DEVISE 11-16 PROJECT (CCRAC)

2. SCHOOLS AND WORK - SUBJECT CONTRIBUTION

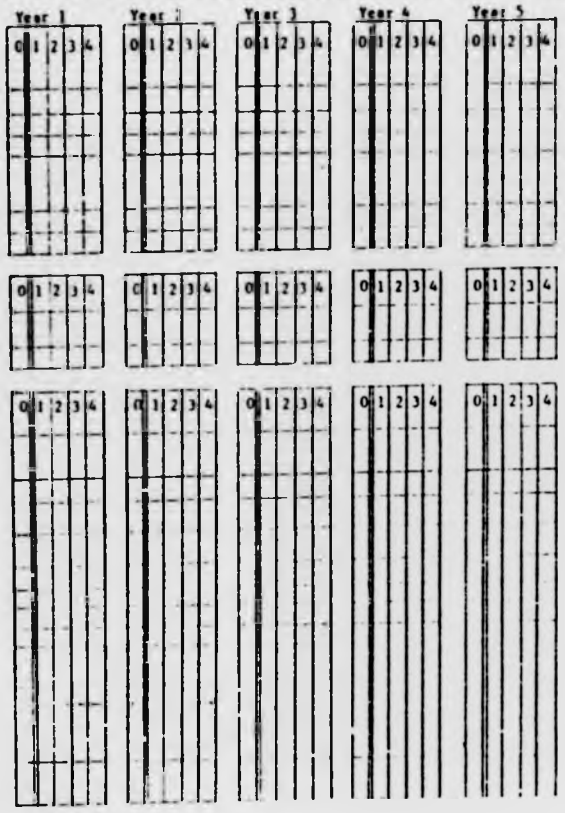
NB It is intended that this paper should be discussed by all members of each subject department and 1 return made for each subject. Those involved in the careers education programme should complete only sections 1, 2, 3 and 4.

The department may wish to attach a short and precise explanation of present provision to cross-reference to existing documentation for the subject.

On the basis of the subject analysis the assessment of the provision of opportunities which are significant for the understanding of the world of work should be ticked in the boxes.

Key: 0 not applicable; 1 no significance; 2 not very significant; 3 significant; 4 very significant.

IN WHAT WAY DOES THE SUBJECT PROMOTE INTEREST IN AND UNDERSTANDING OF THE WORLD OF WORK AND DEVELOP SKILLS AND ATTITUDES APPROPRIATE TO PUPIL NEEDS AND THOSE OF EMPLOYERS?



1. CONTENT of the subject relevant to:

1.1 Knowledge and understanding of:

1.1.1 what work is about
.2 the role of industry
.3 the role of technology

1.2 Knowledge and understanding of:

1.2.1 economic terms and concepts
.2 industrial structures
.3 technological terms and concept

2. INTERPRETATION of the content of the subject:

2.1 Making explicit the relevance of its activities to the world of work
.2 Providing an accurate perception of work and its demands

3. SKILLS encouraged by the subject appropriate to employment:

3.1 Language
3.1.1 listening
.2 speaking
.3 reading
.4 writing

3.2 Visual understanding and expression (graphicacy)
3.3 Use of number (numeracy)
3.4 Physical co-ordination and manual dexterity
3.5 Independent study
3.6 Reasoning
3.6.1 analyse logically and clearly
.2 determine relevance, discriminate
.3 distinguish objective/subjective statements
.4 detect underlying assumptions, bias
.5 make reasonable generalisation
.6 form hypotheses for testing

3.7 Synthesis of skills: planning, organisation, presentation

	Year 1	Year 2	Year 3	Year 4	Year 5
4. ATTITUDES promoted by the subject and relevant to the world of work	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4.1 To oneself					
4.1.1 assess own strengths and limitations					
.2 self discipline, concentration, perservance, reliability					
.3 enterprise in tackling the unfamiliar					
.4 working independently					
.5 willingness to accept authority and supervision					
.6 safety of self					
4.2 To others					
4.2.1 readiness to organise/lead others					
.2 co-operation with others: peer / elders					
.3 adaptability					
.4 responsibility, integrity					
.5 sympathy, sensitivity, tact					
.6 safety of others					
4.3 To one's environment and circumstances:					
4.3.1 adaptability and re-educability					
.2 curiosity and imagination					
.3 readiness to take decisions					
.4 readiness to exercise initiative					
.5 respect for environment					
.6 leisure activities (please specify)					

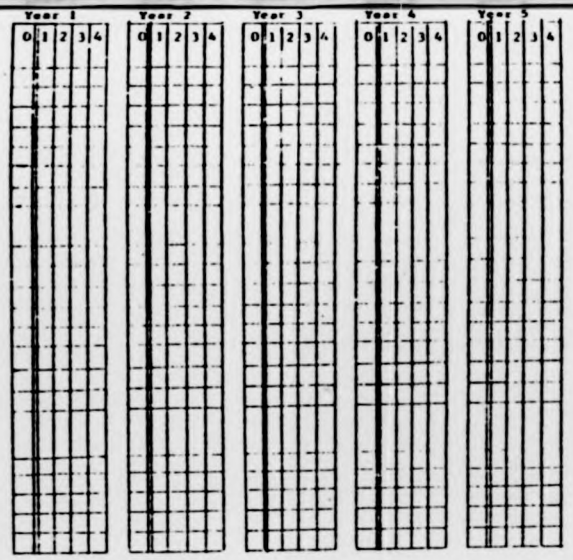
HOW FAR IS THE DEPARTMENT MAKING PROVISION FOR PUPILS' EXPERIENCE AND GUIDANCE UNDER THE FOLLOWING HEADINGS?

	Year 1	Year 2	Year 3	Year 4	Year 5
5. SCHOOL/INDUSTRY LINKS ENCOURAGED BY SUBJECT (Please indicate whether groups or individual pupils involved and extent of use)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
5.1 Visits to industry					
5.2 Work observation					
5.3 Work experience					
5.4 Employers/managers visiting school					
5.4.1 to speak					
.2 to take part in activities/projects					
5.5 Employees/trade unionists visiting school					
5.5.1 to speak					
.2 to take part in activities/projects					
5.6 Careers conventions					
5.7 Link courses					
5.8 Visits to FE/HE					
5.9 Other (please specify)					
6. CAREERS GUIDANCE UNDERTAKEN BY SUBJECT (Please indicate whether groups or individual pupils involved and extent of use)	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
(NB Guidance to VIth form and A level included in this section)					
6.1 Information on careers (to which subject may lead) as a basis for choice:					
6.1.1 systematic collection and categorisation					
1.2 assessment of information					
1.3 decision making					

6.2 Knowledge and understanding of world of work
6.2.1 conditions in jobs (to which subject may lead)
.2 implications of various jobs on life-style
.3 range of opportunities open
.4 entry requirements
.5 alternatives to first choices
.6 education and training: on the job
elsewhere

6.3 Knowledge and understanding of particular jobs (to which subject may lead)
6.3.1 description of job
.2 conditions of work
.3 entry requirements
.4 organisation in job
.5 personnel involved
.6 prospects
.7 training requirements/opportunities
.8 effect on life-style

6.4 Knowledge and understanding of FE/HE (to which subject may lead)
6.4.1 implications/prospects for various qualifications
.2 range of opportunities, including school VIth form.
.3 entry requirements
.4 alternatives to first choices
.5 full-time and part-time options



SCHOOL .....

1. DES/LEA 11-16 Projects (CCRAC)
2. SCHOOLS AND WORK - CAREERS EDUCATION - VOCATIONAL GUIDANCE

NB. It is intended that this paper should be discussed by the careers coordinator and appropriate colleagues. Each section should prompt a short and precise explanation of current practice. Please cross-reference to the section number.

Key: 0 not applicable; 1 not effective; 2 effectiveness not very significant; 3 effective; 4 effectiveness very significant.

IN WHAT WAYS DO THOSE RESPONSIBLE FOR CAREERS EDUCATION AND VOCATIONAL GUIDANCE PROMOTE INTEREST IN AND UNDERSTANDING OF THE WORLD OF WORK AND FOSTER THE APPROPRIATE SKILLS AND ATTITUDES?

1. CAREERS EDUCATION/GUIDANCE PROGRAMME

Please attach a brief description of the nature and extent of the careers education and vocational guidance programme under the following headings:

1.1 Forms of organisation (eg integrated with subject work, team teaching...)
1.2 Pupil groupings, age and ability ranges involved, how organised
1.3 Time allocation
1.4 Methods used
1.5 Accommodation and equipment
1.6 Materials and resources used
1.7 Pupils' records: storage and use
1.8 Other

2. SCHOOL/INDUSTRY LINKS

Please indicate the year groups, age, ability range of pupils involved and how often undertaken

2.1 Visits to industry
2.2 Work observation
2.3 Work experience
2.4 Employers/managers visiting school
(a) to speak
(b) to take part in activities/projects
2.5 Employees/trade unionists visiting school
(a) to speak
(b) to take part in activities/projects
2.6 Careers conventions
2.7 Link courses
2.8 Visits to FE/HE
2.9 Other - please specify

Year 1	Year 2	Year 3	Year 4	Year 5
0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

SCHOOL .....

3. CAREERS GUIDANCE

Where opportunities exist please indicate the year groups, age, ability range of pupils involved and how often undertaken

		Year 1	Year 2	Year 3	Year 4	Year 5
3.1	Self assessment	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3.1.1	physique/health					
1.2	attainments					
1.3	strengths/weaknesses					
1.4	likes/dislikes					
1.5	interests					
1.6	values/attitudes					
1.7	circumstances					
3.2	Information as a basis for choice:	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3.2.1	systematic collection and categorisation					
2.2	assessment of information					
2.3	decision making					
3.3	Knowledge and understanding of the world of work	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3.3.1	simple economics and understanding of the contribution of various jobs to community					
3.2	conditions at work					
3.3	implications of various jobs on life style					
3.4	range of opportunities open					
3.5	entry requirements					
3.6	alternatives to first choices					
3.7	education and training: on the job elsewhere					
3.4	Knowledge and understanding of chosen working environments	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
4.1	description of job					
4.2	conditions of work					
4.3	entry requirements					
4.4	organisation					
4.5	personnel					
4.6	prospects					
4.7	training requirements/opportunities					
4.8	effect on lifestyle					
3.5	Change of job and unemployment	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
3.5.1	creative job-search					
5.2	training/retraining/education					
5.3	sources of social/financial/employment support					
5.4	leisure					
3.6	Knowledge and understanding of FE/HE	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
6.1	implications and prospects for various qualifications					
6.2	range of opportunities					
6.3	entry requirements					
6.4	alternatives to first choices					
6.5	full-time and part-time options					

SCHOOL .....

4. LINKS WITH LEA CAREERS SERVICE

Please assess the opportunities for profitable co-operation between the school and the careers service.

Please indicate where appropriate the year groups, age, ability ranges of pupils involved and how often undertaken.

Key: 0 not applicable; 1 no contribution; 2 not very significant; 3 significant; 4 very significant.

4.1 Careers service involvement in planning careers education programme
4.2 Interviewing programme
4.3 Careers officers' involvement in class or group work
4.4 Careers officers' contact with staff other than careers staff
4.5 Careers officers' contact with careers staff
4.6 Careers officers' contact with:
4.6.1 visits to industry
6.2 work observation
6.3 work experience
6.4 employers visiting school
6.5 trade unionists visiting school
6.6 careers conventions
6.7 link courses
6.8 visits to FE/HE
6.9 other (please specify)

	Year 1	Year 2	Year 3	Year 4	Year 5
	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

5. PARENTAL INVOLVEMENT

Please indicate the percentage of parents involved in each case.

5.1 Parental participation at careers advice interviews
5.2 Parental participation at careers conventions
5.3 Parental participation and role at other meetings at school
5.4 Parental participation in the preparation of pupils for the world of work (eg as consultants for own job sectors)
5.5 Parental participation in curricular and careers choices

	Year 1	Year 2	Year 3	Year 4	Year 5
	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

[illegible] (CODE)
[illegible] TEACHING
STAFF QUESTIONNAIRE

SCHOOL

DESCRIPTION OF STAFF
QUESTIONNAIRE NUMBER

Please indicate | M | F |

1. As all members of staff are involved to a greater or lesser degree with all aspects of the care and guidance of pupils it is intended that this paper should be completed individually by all members of staff.

Please use key to indicate degree of involvement/responsibility as appropriate under the relevant columns.

KEY

2 some involvement
3 minor responsibility;
4 major responsibility;

Indicate extent of personal responsibilities in these areas

POLICY

[illegible] do you see responsibility lying with regard to the following:

1. coordination of pastoral work
2. communication of procedures to pupils
3. " " " to staff
4. " " " to parents
5. links with primary feeders
6. links with further education
7. links with academic structure
8. [illegible] policy to ensure safety of pupils
9. co-ordination of use of for./outdoor time
10. [illegible] pupils' self image (eg dress, posture, speech)
11. other (please specify)

DIFFICULTIES

[illegible] do you see as having responsibility to [illegible] with pupils' difficulties in relationships (other than since care)?

1. [illegible] pupils
2. [illegible] group
3. both older pupils
4. [illegible] younger pupils
5. [illegible] staff
6. [illegible] teaching staff
7. [illegible] staff
8. [illegible] difficulties over work

[illegible]

1. [illegible] of pupil progress
2. [illegible] of special needs
3. [illegible] of pupils [illegible]
4. [illegible] support for [illegible] pupils
5. [illegible] by [illegible]
6. [illegible]
7. [illegible] to deal with [illegible]
8. [illegible] for [illegible]
9. " " [illegible]
10. " " for pupils [illegible]
11. [illegible]
12. [illegible] (please specify) eg [illegible]

WORKING DRAFT P1/TT3/1

1 PASTORAL SYSTEM (GENERAL) SCHOOL
2 PERSONAL RELATIONSHIPS
STAFF QUESTIONNAIRE DESIGNATION OF STAFF
COMPLETING FORM

Please indicate | M | F |

NB As all members of staff are involved to a greater or lesser degree with all aspects of the care and guidance of pupils it is intended that this paper should be completed individually by all members of staff.

Please use key to indicate degree of involvement/responsibility as appropriate under the staffing columns.

KEY

2 some involvement
3 minor responsibility;
4 major responsibility;

Indicate extent of personal responsibilities in these areas

POLICY

Where do you see responsibility lying with regard to the following:
1 coordination of pastoral work
2 communication of procedures to pupils
3 " " " to staff
4 " " " to parents
5 links with primary feeders
6 links with further education
7 links with academic structure
8 implementing policy to ensure safety of pupils
9 co-ordination of use of form/tutor time
10 establishing pupils' self image (eg dress, posture, speech)
11 other (please specify)

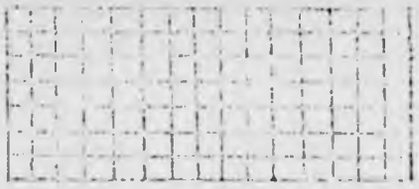
RELATIONSHIPS

Who do you see as having responsibility to cope with pupils' difficulties in relationships (other than minor ones)?
1 with other pupils
1.1 with peer group
1.2 with older pupils
1.3 with younger pupils
2 with staff
2.1 with teaching staff
2.2 with other staff
2.3 with difficulties over work

3 Problem areas
3.1 monitoring of pupil progress
3.2 identification of special needs
3.3 placement of pupils transferring in
3.4 continuing support for transferred pupils
3.5 disciplinary machinery - rewards
3.6 - punishments
3.7 machinery to deal with pupil injustices
3.8 support machinery for emotional distress,
3.9 " " disruptive
3.10 " " for pupils with other handicaps
3.11 e.g. for urgent crisis or moral and physical danger
3.12 other (please specify) eg poverty

[illegible]

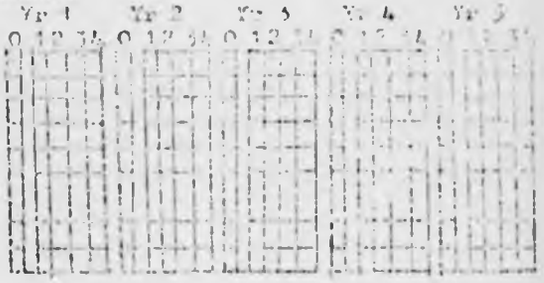
[illegible]
[illegible] ability to control myself
[illegible] " " interpersonal
[illegible] " for [illegible] fulfilling
Preparation for adult life
Pre-adolescent - facts
" - emotional implications
" - moral and spiritual issues



PERSONAL DEVELOPMENT

To what extent do you feel that the organisation provides effective opportunities for pupils to develop positive attitudes to self?

Key: 0 not applicable; 1 not effective; 2 effectiveness not very significant; 3 effective; 4 effectiveness very significant.



1 Self-assessment of strengths and weaknesses
2 motivation
3 cope with frustration
4 inquisitive
5 creativity
6 self image, eg dress, appearance, mode and content of speech
7 respect/regard for less able/endowed
8 other (please specify)

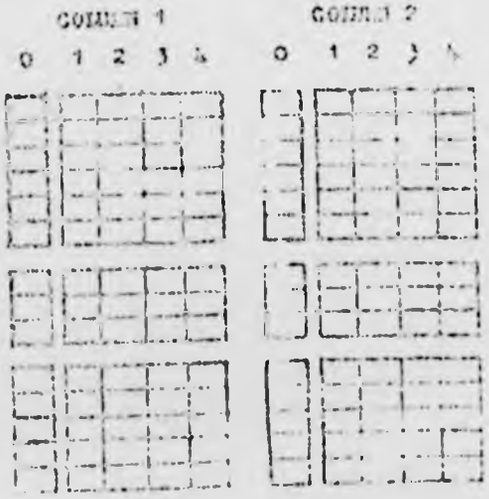
ORGANISATIONAL CONTACT WITH PUPILS

What importance do you attach to the following in helping to create the ethos of the school and establish good personal relationships within the school? [COLUMN 1]

Key: 0 not applicable
1 little importance
2 some importance
3 important
4 very important

How extensively are you involved in each? [COLUMN 2]

Key: 0 not applicable
1 no involvement
2 little involvement
3 some involvement
4 extensive involvement



1 Assembly
1.1 whole school
1.2 lower school
1.3 upper school
1.4 year/house
1.5 form/tutor group
1.6 other (please specify)
2 form/tutor time
2.1 form/tutor periods
2.2 registration - time
2.3 continuity of pupil/teacher contact
3 Other
3.1 short stay outside [illegible] experience
3.2 field work
3.3 education visits
3.4 holidays
3.5 other (please specify)

SCHOOL . . . . . .

1 11-16 PUPILS (C.S.E.)
2 [illegible] - CLERICAL FACULTY

2

1.1 It is intended that this paper should be discussed by Head and Senior management as well as by counsellors and/or psychologists as appropriate. Schools may find it valuable to make separate responses from appropriate individuals. This paper however will require only one completed return.

GUIDANCE & COUNSELLING

Whatever the form of guidance and counselling undertaken by the school to what extent is it able to ensure that it:

KEY: 0 not applicable;
1 not effective;
2 effectiveness not very significant;
3 effective
4 effectiveness very significant

		Year 1	Year 2	Year 3	Year 4	Year 5
.1	is predictable and supportive to pupils					
.2	encourages responsibility with freedom					
.3	provides continuity of concern					
.4	is able to see pupil's complete context					
.5	[illegible] active participation of pupils					
.6	is non directive and non evaluative					
.7	is preventive not remedial counselling					
.8	keeps other staff informed					
.9	has links with careers and vocational guidance					
.10	[illegible] unobservable cost					
.11	takes action following identification					
.12	other (please specify)					

2 METHODS AND RESOURCES

Whatever the form of guidance and counselling undertaken by the school to what extent is effective provision made for the use of:-

		Year 1	Year 2	Year 3	Year 4	Year 5
2.1	individual counselling					
.2	group counselling					
.3	appropriate accommodation					
.4	appropriate time allocation					
.5	" staff with special qualifications in guidance					
.6	" staff experienced in guidance work					
.7	other (please specify)					

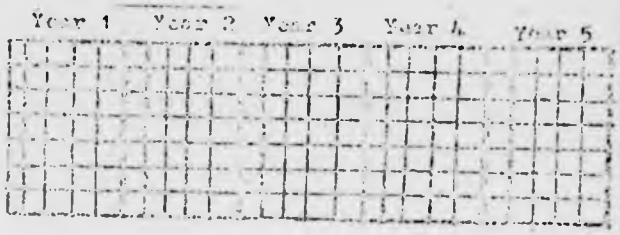
3 MEASUREMENT

Are the following types of test used as a basis for provision for individual pupil's needs? By whom are they administered? (If less than whole year please indicate which pupils)

		Year 1	Year 2	Year 3	Year 4	Year 5
3.1	standardised					
.2	aptitude					
.3	general ability					
.4	diagnostic					
.5	interest guides					
.6	personality profiles					
.7	sociometric					
.8	[illegible] evaluation					
.9	other (please specify)					

HEALTH

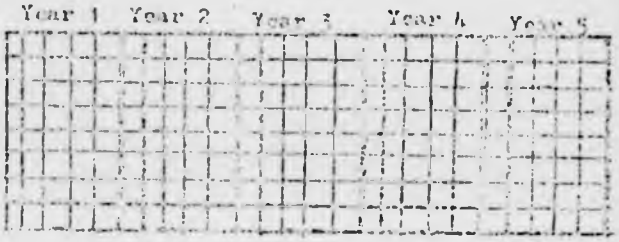
To what extent does the school make effective provision for:-



1 programme of health education
2 programme of first aid instruction
3 regular checks on individuals
4 communication of particular cases
5 contact with medical support agencies
6 contact with dental support agencies
7 other (please specify)

SUPPORT SERVICES

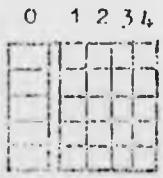
To what extent is there effective contact with the following agencies?:



1 E.W.O.
2 Child Guidance
3 Educational Psychologist
4 Social Worker
5 Police
6 Probation Service and Care Orders
7 Youth Tutor
8 Other (please specify)

STAFFING

To what extent is effective provision made for:-



1 staff experiencing difficulties
2 students or teaching practice
3 induction year teachers
4 newcomers wishing within the school
5 other (please specify)
6 indicate constraints

RECORD KEEPING

Please provide a short and precise explanation of current practice and cross-reference to include section numbers:-

1 What is recorded?

2 When is it recorded?

3 How is it recorded?

4 Who records it?

5 Where is it stored?

6 Who has access to it (and confidentiality)?

APPENDIX X6

PROGRESS REPORTS, PHASE 1

1. CCRAC

2. PROGRESS REPORT NO. 1

1. AIMS OF THE PROJECT

The following were agreed as the aims of the Project at the Steering Committee meeting on 16 March 1977.

> "It is intended, by means of a partnership between the school, the LEA and the DES, to examine the secondary school curriculum for pupils between the ages of 11 and 16 so as to determine the experiences, knowledge and skills which children need in order to provide for their education as individuals, and as preparation for society and for work."

The curriculum has been defined for the purposes of the project as those elements which the school deliberately intends that pupils should experience.

The project is one of curricular enquiry: the outcomes cannot therefore be predetermined. The schools themselves will be monitoring the evolution of their own curricula over the next few years. It is hoped that this enquiry will offer schools in the project more precision in their curricular planning. The instruments of analysis are largely being created by the individual schools and their subject departments. After they have defined them, it is hoped to make them available to the other schools in to help them look at or replan their provision.

A number of ideas about the structure of the curriculum have been expressed by the Inspectorate through the findings of the Curriculum Publications Group and the subject committees. 's Advisory Service are working to a similar brief to express their view of that structure. It is intended to make the thinking of those groups available to the schools in written form and to invite teachers to comment on these statements in the light of their own experience. A significant aspect of the project is that it is designed to encourage contributions from all teachers including those at the beginning of their professional careers. The progress of the project so far and future plans are indicated below.

2. APRIL - SEPTEMBER 1977

Deputy Heads in all the project schools have analysed their 1976-7 timetables, as well as staff and pupil deployment to establish organisational base-lines.

Each subject department has analysed a relatively small segment of their work to test out and modify a suggested format by which their complete provision from 11-16 could be examined (Proforma 1).

Each subject was also asked to estimate its contribution on a grid to the 6 areas of experience undertaken in the education of the individual (Proforma 2).

Heads of subject departments have met and finalised the format of Proforma 1 for each subject though discussion in a few will not be completed for a day or so.

Heads of subject also agreed to the format of Proforma 2 which will allow schools to examine the experiences offered regardless of the particular subject pattern they have adopted.

Minutes of these meetings and the formats agreed have been circulated to schools.

3. SEPTEMBER 1977 - JANUARY 1978

Members of each subject department will be using their Proforma 1 to examine the objectives, skills, concepts and methods particular to their discipline. By this means they will be able to establish the rationale which underpins the inclusion of their subject in the curriculum. The direct outcomes of this should be:-

a) to provide Heads and senior management with insight into the contribution of the subject.

b) to benefit the subject by clarification of aims and to point up in-service training needs.

c) to compare the challenges and experiences provided in that subject in the 7 schools.

Thus it is hoped to establish the subject base-lines for the project.

These subject analyses will then be related to the 8 areas of experience on Proforma 2. The direct outcomes of this should be:-

a) to identify gaps and overlaps between subjects and to determine the balance and the emphases within each school's curriculum.

b) to provide analyses of the range of experiences of particular pupils at particular stages or cumulatively across 5 years of education.

c) to provide issues for discussion on the particular priorities and needs across the 7 schools.

The degree of detail is difficult to lay down between one subject and another. The analysis is both a means to an end and an end in itself. As a means, it needs to be of sufficient detail to illuminate for all members of the department the question 'what skills, concepts and attitudes do we seek to achieve when teaching the subject to the various age and ability levels?' As an end in itself, the analysis needs to be distilled into a form and length which is understandable and usable by heads and senior management as well as colleagues who are specialists in other disciplines. All these will have a voice in planning the curriculum and the need is to communicate to them clearly the especial contribution of your subject.

Deputy Heads will be analysing the 1977-8 timetables as well as staff and pupil deployment to monitor change.

4. JANUARY TO MAY 1978

Subject departments will be asked to plunder the analyses of their subjects for two purposes:

a) to assess the level of contribution of the subject to the other two dimensions - Work and Society. This will be done along the lines of the 8 areas of experience (Proforma 2) although the response this time will be to a series of more precise propositions.

b) to prepare a succinct summary of the subject's contribution to their school's curriculum according to a brief supplied. The County's advisers will have produced their view of the subject, as will have HMI. The three views - from the schools, from the LEA and from the national standpoint - will then be available for comparison.

Neither of these activities will require further analysis of the subject.

Management in schools, especially those responsible for pastoral aspects, will be asked to respond to similar propositions to assess the contribution of the non-departmental aspects of the curriculum to the education of the individual and for work and society.

5. JUNE AND JULY 1978

Two tasks are envisaged:

a) It is intended to reconvene the Heads of Department Conferences so that colleagues from the 7 schools may compare and contrast their own approaches with those from the LEA and national standpoints.

b) The results of these discussions will feed back into the schools in their own in-house conferences examining their own curricular arrangements in the light of the year's investigations and those fed in from outside.

6. CONCLUSION

The Project is not short-term and is continuous. It will not be possible to build all desirable aspects in during its first full year. 1977-8 is seen as an attempt to establish base-lines and undertake fundamental analyses. Subsequent years will not demand the peaks of activity which are inevitable at the beginning of any project. The next cycle of the project will concentrate on the schools' monitoring the work of pupils to assess whether their intentions are achieved and whether the response matches their provision. We shall be drawing heavily on the work of the County Advisers, HMI and the APU to help provide effective instruments of assessment.

1 11-16 CURRICULUM PROJECT (CCRAC)
2 PROGRESS REPORT NO 2

1 INTRODUCTION: It is now sixth months since Progress Report No 1 was distributed to all staff in the 7 project schools. At the last Steering Committee meeting on 28 February, Heads requested that another Progress Report be issued to update partners on developments since last October.

2 CHORLEY CONFERENCE: NOVEMBER 1977: Heads from all 41 participating schools in the 5 LEAs, as well as advisory staff and HMI, met at Chorley Adult Education College. The Conference discussed a wide range of issues emerging from the Curriculum Papers and the work in the schools. It also offered an opportunity to compare approaches in the 5 LEAs which are each developing very different styles of examining and answering the same curricular questions. Detailed strategy and the progress of the Project were discussed and the most important development to emerge from the Conference was the creation of a Central Coordinating Committee with equal representation from the three partners - schools, LEAs and HMI. It has met once and has commissioned a working party to offer some ideas on the monitoring of the process and development of the project. A second working group is exploring means of providing national dissemination of the Project and its ways of working through educational tapes, tape/slides and video recordings. 's representatives on the Central Coordinating Committee are from the LEA Advisory Staff, , Headmaster of . Comprehensive School, and HMI, and we are also represented on both working parties.

3 COMPLETION OF THE CURRICULAR INSTRUMENTS: The very considerable effort in each of the schools during the last six months has been devoted to the completion of the analyses of the timetabled subjects in an agreed format (PROFORMA 1). The contribution which departments feel they are making to the 8 areas of experience has also been assessed (PROFORMA 2). Subject departments, careers and pastoral staff as well as heads and senior management have also indicated the contribution they feel they are making to education for the working world and to the individual's effective operation as a member of society (WORK AND SOCIETY PAPERS)

4 OTHER WRITING: Whilst the schools have been completing their documentation the County advisers have been presenting their views of the specialist subject areas and their place in the curriculum by writing to the brief which HMI subject committees answered and which has been the basis for the schools' Proforma 1 and 2 analyses. These LEA views of the subject disciplines will of course be circulated to the school partners in due course.

5 HMI CURRICULUM PAPERS AND SUBJECT APPENDICES: By the time schools receive this Progress Report they should have in their hands the final published version - under the title "Curriculum 11-16" - of the 3 HMI Curriculum Papers (the 'gold' papers) to which the Project has been working. They differ only slightly in style - and not at all in argument - from the versions we have been using. They are being distributed via LEAs to all secondary schools in the country, to all teacher training institutions and to advisory services. You will notice that attached to the 3 main papers are a selection of 12 responses from HMI subject committees which extend and comment on the main arguments. Although for reasons of space these had to be a selection, the full range of subject papers are available to the CCRAC Project and will be distributed. The publication of these Curriculum Papers nationally and their wide distribution indicates the importance of the work in and the other 4 LEAs. It is intended that the written evidence from the Project schools already collected will be plundered to form part of a reasoned and rational response to these ideas and will be published in due course.

6 PROCESSING OF INFORMATION: The last Steering Committee meeting examined in detail the processing and use of information collected by the Project. The intention is to use the material from the partners in three main ways:

(i) to act as a basis for detailed discussion at the reconvened Heads of Department Day Conferences to be held at South Teachers Centre, Willaston on 29 June - 1 July and 5-6 July
(ii) to act as a basis for detailed discussion and consideration of curricular issues at a series of in-house conferences in each of the 7 schools during the Autumn Term 1978
(iii) to contribute to any eventual publication drawn from the curricular experiences of all 41 schools in the Project.

In order to be able to do this, copies of the Proforma 1 and 2 responses, the LEA advisors' papers and HMI subject papers will be distributed to all schools. The Project Team will be working on the first half of the summer term to analyse and abstract from Proformas 1 and 2 areas of consensus and variation as well as other pertinent issues and comments to act as an agenda for the Head of Department Conferences.

It is hoped that subject depts in schools will consider the various views of their specialism and prepare their own response to the subject brief for consideratio at these Conferences.

The WORK AND SOCIETY responses will not, initially at any rate, be distributed to all partners. However, the Project Team will be looking at these in the first half of the summer term to prepare similar abstracts of issues for consideration on a subject basis in June/July. It is felt, though, that major consideration of these papers will probably take place in the schools' own in-house conferences in the Autumn. It is hoped that the WORK AND SOCIETY papers, along with PROFORMAS 1 and 2, can be used in school conferences to look at such things as the range of concepts, skills and attitudes taught; the balance of the curriculum year by year and cumulatively across 5 years; cross curricular themes like literacy and numeracy, overlaps and gaps; and to assess whether current emphases are the most appropriate for the young people currently in school.

We had the chance in the initial stages of the Project to try out and modify PROFORMAS 1 and 2 on 'units' of work. The WORK AND SOCIETY papers went through a number of drafts but were not field tested in quite the same way. It is hoped that schools will be particularly astringent in their comments on the approach and indicate clearly those questions which seemed to work and those which were difficult to answer, bearing in mind that it is hoped eventually to offer a 'slim line' version of these papers to other schools wishing to engage on their own curricular reappraisal.

7 EMPLOYERS' EXPECTATIONS OF THE CURRICULUM: One of the advantages of the structured approach in the WORK papers has been that the Project has been able to ask 20 representative employers to indicate their expectations of the school curriculum in respect of 5 broad levels of recruitment: unskilled, semiskilled, craft, technician and technologist and equivalent categories for commerce and the professions. Their responses to the WORK papers should prove of considerable interest to schools and should be available before the June/July Head of Department Conferences. These employers have also agreed to comment on the arguments in 3 main Curriculum Papers and we hope too that these will be of value in school discussions.

8 EDUCATION IN PERSONAL RELATIONSHIPS: A final cycle of papers will complete the approach to the reappraisal of the Curriculum. Fortunately, these will not be too onerous to complete. One paper is a simple questionnaire to all members of staff to ascertain their perceptions of the pastoral system and the role it can play. The other is to heads and senior management asking them to assess the emphases which they currently place in their pastoral arrangements. Drafts of these are currently in schools for consideration and we hope to have returns completed by the end of the summer term.

9 SUMMARY OF PROJECT DEVELOPMENT MAY-DECEMBER 1978

(i) Project Team to process information from schools and prepare abstracts for discussion at Head of Department Conferences - June/July 1978.

(ii) Specialist advisers to consider documentation and draw out issues for debate for their subject discipline in Head of Department Conferences June/July 1978.

(iii) Schools to consider documentation from the schools, LEA and HMI subject summaries and prepare their own views for Head of Department Conferences June/July 1978.

(iv) Project management to prepare issues for school in-house conferences Autumn 1978.

(v) schools to consider their own curricula in the light of the 7 schools' responses, LEA, HMI and employer views at in-house conferences Autumn 1978.

10 PERSONAL NOTE

The Project Team particularly _ _ _ _ _, County Adviser, _ _ _ _ _ _, Assistant Director of Education (Schools) and _ _ _ _ _ _ HMI, would like to thank most warmly heads and staff of all schools for the hard work and most gratifying support for the Project. They have been greatly encouraged by the excellent quality of the thoughtful and reasoned responses and by the many cordial remarks from members of staffs at all levels on the values and benefits they are deriving from the work, despite the additional burdens it has imposed.

1 11-16 PROJECT (CCRAG)
2 PROGRESS REPORT No 3 (SEPTEMBER 1978)

1 INTRODUCTION: Six months have passed since Progress Report No 2 was distributed to all staff in the 7 project schools. Many teaching colleagues have said they found the earlier Progress Reports useful in keeping them up to date with developments in the Curriculum Project and this short report reviews the activities since Easter and indicates the main lines of future planning.

All colleagues should now be aware of the publication of the HMI papers "Curriculum 11-16" (the 'Red Book'). Between 6 and 8 copies have been distributed to each of the project schools. The considerable national interest in them, the distribution of 18,000 copies to schools and LEAs throughout the country and their use as discussion documents in the in-service courses of many LEAs have provided a sharp focus for the work in the 5 LEAs. There is therefore considerable national interest in the reappraisal of the project schools of their own curricular provision and thereby their response to the HMI document. The material already generated by the schools will be of great significance in the expression by the practitioners themselves of their views of the curriculum.

2 CURRICULAR INSTRUMENTS: From January to May the Project management received from schools returns based on the instruments of enquiry developed by the partnership. This is how they were handled:

PROFORMA 1 - each subject analysed their contribution Years 1-5 under the headings: Aims; Objectives - concepts, skills, attitudes; Content; Method. Project management produced an abstract of each of the subject returns from the 7 schools and these were discussed at the Head of Department Conferences held in June/July. As a result each subject has now completed an agreed analysis of its place in the curriculum in the 7 schools.

PROFORMA 2 - each subject indicated the contribution they made to the 8 areas of experience - creative/aesthetic; ethical/moral; linguistic; mathematical; physical; scientific; social/political; spiritual - on a six point scale by self assessment. These returns have allowed a graphical representation to be made for each school of the nature of the diet received by pupils in each age group. From this it is possible to see the curricular balance within the 7 schools. Each school will receive its own analysis during the Autumn Term.

WORK PAPERS - school managements, subject departments and careers departments estimated their contribution to preparing young people for the world of work on a 4 point scale. The statistical analysis of these returns is in progress and will be made available to individual schools during the Autumn Term.

SOCIETY PAPERS - Returns were also made assessing the preparation of young people to participate effectively in society. These are similarly being analysed and will be available to individual schools during the Autumn Term.

PERSONAL RELATIONSHIP PAPERS - these proved to be the least successful of the instruments partly because they attempted to assess a most difficult and sensitive area, partly because they had no field testing or introduction to staffs in the schools. The questionnaire was certainly too complicated but Deputy Heads with particular responsibilities for pastoral work have found the returns useful and are analysing them and drawing out issues for discussion in their own schools. All these documents set out to establish base lines within the schools and there has already been considerable discussion of their findings and action in a

number of cases. For instance, one school has developed strongly its liaison with local industry as a result of its self appraisal and another has set up a working party to improve its provision in the field of personal relationships. The major developments resulting from the analyses are expected to arise in the in house conferences in each of the schools during the Autumn Term.

3 IN HOUSE CONFERENCES

An in house conference has been arranged for each of the project schools as follows:

Thursday, 9 November -	Friday, 24 November -
Friday, 10 November -	Monday, 27 November -
Monday, 13 November -	Friday, 1 December -
Tuesday, 21 November -	

The main purpose of the day will be to examine and discuss the results of the curricular analyses, the issues which have arisen, the balance within the curriculum and future lines of action within each school.

In order to keep the project schools more or less in step the following format for each conference is suggested (the order of themes can be varied):

4 session day: Theme 1: Balance within the existing curriculum.
Theme 2: Cross curricular issues.
Theme 3: Preparation for the world of work.
Theme 4: School's own choice.

The theme of Balance in the Curriculum would draw on the subject analyses (Proforma 1; LEA Subject Advisers' papers; HMI Subject appendices) and Proforma 2 (analysis of contribution to the 8 areas of experience).

Cross curricular issues could include language across the curriculum, preparation for society (using S1 and S2 analyses), provision for creative/aesthetic experience, 'remedial' or compensatory provision etc.

Preparation for the world of work should be able to draw on the analyses from the W1, 2 and 3 papers and the careers service responses. The Project hopes to have available the responses of the 20 or so employers on their views of the secondary curriculum.

The 'own choice' theme could be a continuation of one of the first three themes or any other topic which would help to meet the needs of each school, for instance: personal relationships, particular subject considerations, the first three years, relationship with outside agencies, examination policy etc.

A booklet will be prepared which will contain the subject statements from the schools and LEA advisers (Proforma 1) in preparation for the conferences and the detailed conference objectives will be discussed and planned in conjunction with staff from each school. It is hoped that working groups at the conferences will reflect a mixture of subject areas, seniority and length of experience.

The Project will, over the next 12 months, attempt to reconcile two potentially diverging demands: one will be that the Project (both in and in partnership with , , and , the other 4 Projects LEAs) will have to keep in step in investigating the priority areas within the curriculum; the other will be to meet the needs and provide help for individual schools. It is hoped that the format of the in house conferences will achieve both aims. However, it is doubtful if all issues will be resolved in a one day conference. Schools will undoubtedly wish to pursue some themes

through their regular departmental and staff meetings and the Project management will be happy to meet any requests for meetings and interchanges across the 7 schools. It will similarly be providing facilities for a short residential conference for Heads and two members of staff from the project schools in the Spring (2–4 March). It is hoped that Heads from all participating schools and representatives from the 5 LEAs will be meeting at Chorley in the Summer.

4 ASSESSMENT: The major task of analysing current provision and curricular intentions in each school is now complete. The next stage - and the Project's major concern for 1978-9 - will be to provide schools with help in assessing for themselves whether their intentions are achieved. To this end the project management is preparing a discussion document on Assessment which it is hoped will be a useful and practical instrument for schools. It will follow the following lines:

1 What is assessment?
2 Why assess?
3 What should be assessed?
4 How can assessment be undertaken?
5 How should assessment be recorded?

Sections 1, 2 and 5 will be general sections common to all subject disciplines. Section 3 will use the objectives: concepts, skills and attitudes defined by each subject in the agreed statement from the 7 schools. Section 4 will require the development and trial in the subject departments of a range of test items to assess whether the objectives in Section 3 are being achieved. It is hoped to assemble these test items from schools' existing practice, advisers, HMI, the Assessment of Performance Unit and other sources. In a pilot scheme in a number of schools outside the Project using history as the guinea pig, it was found practical for individual departments to take a small area of their syllabus and try out a limited number of test items. By pooling experience a useful bank of items and exemplars was built up for colleagues from other schools to draw on as they wished.

5 PUBLICATION AND DISSEMINATION

Although the 11-16 Project has always been considered as a long term project, a number of conclusions can already be drawn and a good many others will be reached over the next 12 months. In one sense, the process of curriculum reappraisal never stops: each school reviews its arrangements and performance every year and effects improvements and adjustments. What we have been doing in is to attempt to formalise the process to allow other schools to undertake partial or full reviews more systematically and be able to measure with some accuracy the effects of their provision. The time has come when some of the Project's conclusions can be published and dissemination undertaken. This will also fit in with national requirements to communicate the interim results of each LEA's approaches to the curriculum.

The partnership is therefore proposing a framework for publication along the following lines:

I KEY PAPER

- rationale of reappraisal developed in CCRAG Project
- purpose and use of the instruments of enquiry
- review of different ways of implementing the instruments
- guidelines for curricular planning which have emerged from CCRAG
- means of assessment developed in the Project

II APPENDICES

- the instruments: Proformas 1 & 2, Work, Society, Personal Relationship papers
- examples of proformas 1 and 2 analyses

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- means of assessment developed in the Project

II APPENDICES

- the instruments: Proformas 1 & 2, Work, Society, Personal Relationship papers
- examples of Proforma 1 and 2 analyses

- subject summaries from schools, advisers, HMI
- views of the curriculum from outside, eg employers, parents, pupils

III NATIONAL CONTRIBUTION

- conclusions on the structure of the curriculum
- conclusions on the nature and means of curricular change
- evaluation of the Project by each of the partners - schools, advisers, HMI

Parts I and II would be in a loose-leaf format capable of up-dating and be made available to all secondary schools in Cheshire for them to take up and use as and when they wanted. Parts I, II and III would be submitted to the Central Co-ordinating Committee of the Project (which represents schools, LEAs and HMI from the 5 LEAs) as part of their national publication. All partners will of course have plenty of opportunity to comment on the drafts of all sections. Both locally and nationally it is hoped to have material ready for publication by the end of the next academic year.

Much of the experience of the 7 schools is already being built into 's in-service training programme, particularly the middle management courses. The Advisory Team are also making use of the subject statements in specialist courses. The most valuable lessons learned so far have been on the process of reappraisal and the way in which school-focused in-service education has developed in the 7 schools. This has coincided with both local and national needs to determine the most effective ways of mounting in-service education in schools and dividends are therefore already being drawn from CCIUG.

6 CONCLUSION:

The nature and extent of such a thorough-going look at the curriculum of 7 schools has meant periods of frenzied activity and writing followed by periods of apparent inactivity while others have absorbed and processed the documentation. This unevenness has worried some staff but it is inevitable with this type of enquiry. It is hoped that the next few months will provide conclusions and experience of practical value which can be fed back into the 7 schools. Similarly, changes of staff have been a worry but the Project has always set itself to work in a realistic context. A process of reappraisal in any school will have to operate with staff change, indeed, a number of incoming teachers have said how useful they have found the clearly stated rationale and intentions of their subject departments.

The project management will be asking colleagues in the schools to give some thought to

1 the strengths and weaknesses of the approach (eg strengths indicated include the opportunities to talk together as complete departments on clearly defined objectives, and to talk across subject specialisms; weaknesses include the difficulty of scoring realistically in the boxes on some papers and the complexity of the Personal Relationship papers)

2 any changes or adjustments which have been made and the effect of these and the process of change on staffs and schools

3 the response to inputs like the HMI Curriculum papers, employers' views or advisers papers.

Once again the Project management is deeply indebted to heads and staffs at all levels for their hardwork and enthusiasm on the Project's behalf. The high quality of discussion and writing which emerged from the Heads of Department Conferences

has been particularly encouraging. Specially warm thanks are due to Heads of Department and Deputy Heads on whom the major burden of the work has fallen this year. It is hoped that the many expressions of appreciation by all members of staff on the value of the Project will be a reward for the effort invested.

[redacted] COUNTY ADVISER
[redacted], ASSISTANT DIRECTOR OF EDUCATION
[redacted] HMI

1. 11-16 CURRICULUM PROJECT (CCRAG)
2. PROGRESS REPORT NO 4 (MARCH 1979)

1. INTRODUCTION: Progress Report No 3 was written in September 1978 and school staffs have asked that the 6 monthly interval in the issuing of these reports be maintained. This survey of recent progress in the Project is distributed to all members of staff in the 7 Project Schools. It is again designed to review the activities undertaken since last Autumn and to indicate the main lines of future planning.

Colleagues may like to know that more than 25,000 copies of the 'Curriculum 11-16' (Red Book) papers with which the Project Schools have been working have now been distributed. Their use on in-service courses throughout the country has already meant that some advisers and some heads from a number of the Project schools have been asked to speak about the work and help others set off on similar enquiries. The work has also moved forward significantly within itself and the following are the major stages in the developments.

2. 'WHITE BOOK' OCTOBER 1978

The meetings of subject heads of department in July 1979 resulted in a series of subject submissions agreed across the 7 schools representing the views of all members of staff in a particular specialism. The statements show a considerable degree of consensus on the purposes and practices of each of the subject areas. The submissions also note areas of difference or disagreement. These were printed and published in October in the form of a 'White Book' in time for the In-House Conferences held in November/December.

The 'White Book' attempts to provide an analysis of each subject to a common pattern (aims, objectives, concepts skills and attitudes) with the intention of making it easy for specialists in one subject to understand the thinking behind all the other subjects on the timetable. The 'White Book' is very much the schools' view of the subject rationales and can be set alongside similar analyses already written by LEA Advisers and by HMI in the Red Book. The White Book should however be seen as an interim document. Already a number of subject departments have said that they wish to revise their statements in the light of experience and further discussion. Some subject Working Parties are reconvening to undertake this and there will be an opportunity for all subjects to review their contributions before they are put into their final form.

3. IN HOUSE CONFERENCES (NOVEMBER/DECEMBER 1978)

The Project Management were able to define a number of issues for the Project. By drawing on the White book and on discussions with heads, deputies and other members of staff, it was possible to define a number of key issues for the Project. After discussing these key issues with the Project Steering Committee it was requested that briefing papers be prepared on each of these issues as part of the preparation for In-House Conferences to be held in each of the Project schools. The briefing for both chairmen and group members could then be drawn on according to each schools' needs and priorities. They in fact formed the basis of the conference discussion groups. A copy of each of these group briefings has been given to every member of staff in each of the 7 Project schools and they cover the following topics:

Balance in the curriculum

Curriculum and the World of Work

Cross Curricular Issues - Assessment (including a major paper)

- Language and Learning

- Creative/Aesthetic area

- 4/5 Year Curriculum

- Concepts, Skills and Attitudes

- Compensatory Education for the Most and Least Able

It was obvious that pressure of time would preclude discussion of many of these on the conference day itself but it is hoped that those topics not covered in the In House Conferences can be taken up by staff working parties using the briefing papers whenever the need is felt.

The format for each of the In House Conferences was largely the same. A general session looked at the progress to date and at Balance in the Curriculum. A further general session indicated school and employer views on the curriculum and the World of Work. 3 school conferences included local employers in their discussion groups which followed this up. At the heart of each Conference, though, were the staff discussion groups and in all cases there was an excellent mix of subject specialisms and seniority in these groups. Each conference was strongly supported by LEA Advisory Staff and by HMI who were also able to join in group work. A special debt is owed to chairmen and secretaries of these groups. In nearly all cases they were neither heads of department nor other senior staff and the strength in depth of the staff in the Project Schools was a notable feature of the conferences.

It is difficult to assess the 'success' of these conferences. Such is the strength of the partnership that colleagues from all sections felt able to pinpoint areas of need as well as aspects which were encouraging. The balance sheet was weighted well to profit rather than loss and can be summarised as: DEFICIT: too much was attempted in too short a time; the session on Work deserved closer analysis and more time in follow-up discussion. DIVIDEND: this was the first occasion on which the schools had had the opportunity to talk across the curriculum regardless of subject specialism about common concerns; there was a degree of surprise and modest satisfaction at the similarity of priorities but some despondency at the lack of co-ordination; the issues defined and explored were relevant to the schools at their particular stages of development; the purposes and likely influence of the Project both locally and nationally could be more clearly understood; it helped to define the collective thinking and common approaches of the whole staff being especially useful to members of staff new to the school or new to teaching. The Project Management is in the process of providing an Abstract of the papers which have resulted from the individual conferences and this will be circulated in due course.

4. FOLLOW UP TO THE IN HOUSE CONFERENCES

Although it was stressed that the Conferences and indeed the Project itself is more concerned with long term than short term planning a HEADTEACHERS' CONFERENCE 15 JANUARY 1979 allowed the head teachers and/or their deputies to meet Project Management to determine the needs of the individual schools over the next 12 months and see how best they could be supported. At the same time the national needs of the Project - in terms of the issues which needed to be illuminated by the views and experiences of the 41 schools - were also explored. There is a good deal of common ground between the two and the following

pattern emerged:

(1) of concern to all schools and the Project nationally: assessment and evaluation; 4/5 Year Curriculum; curriculum and world of work

(2) of concern to individual schools and to be taken up as needed: language and communication skills; political literacy; compensatory education for most and least able.

These will be the major priorities in the Project schools for the next 12 months or so. It is clear that effective pursuit of these will require support of advisory and external services and to these ends a CONFERENCE OF ADVISORY STAFF 19 JANUARY 1979 chaired by the Director of Education explored means by which that support could be offered and the implications of the project in the seven schools for other secondary schools in the county. The most immediate area in which the expertise of schools and advisers can be pooled is over Assessment.

5. ASSESSMENT

Many members of staff in the Project schools have said how much they would value additional help and guidance on the problem of assessment. To this end the Project has already circulated a general paper on the subject to all staff. It is intended, with the help of specialist advisers, to reconvene gradually the Heads of Department meetings to explore the particular needs of each subject area and offer practical help to staff in assessing pupil performance. It is hoped too to help senior staff in the schools to measure with more precision the impact of the subject curriculum through the 8 areas of experience. In this way it is hoped that the Project will be able to give back to the schools something of practical value and immediate relevance.

6. MEETING WITH EDUCATION COMMITTEE AND COUNTY COUNCILLORS

Cllr (Chairman Secondary Education Sub Committee) was kind enough to arrange on February 5th for members of the County Council and the Education Committee a seminar to explain the work in the CCRAG project. Heads and deputies from the seven schools, project management and the employers' group were all represented. The Director of Education and members of the advisory staff were also present. A presentation of the main features of the work was followed by discussion groups in which the details were explored. Elected members appreciated the opportunity to learn more about CCRAG and were made aware of the complexity and depth of the exercise. They will be receiving further information about the project at the next Secondary Education Sub-Committee in April and are anxious to examine the implications of the work for all secondary schools in the county.

7. RESEARCH PROPOSAL: The Department of Education and Science has approved a Research Project centred at the North West Educational Management Centre, North Cheshire College of Higher Education. The director of NWEMC, Fred Tye, will be responsible for the research and two Research Officers, David Halpin from Lancaster University and Rosemary Caradine from Comprehensive, have been appointed and begin their research next September. Their task will be to draw out from the documentation already produced by the 7 Cheshire Project schools, material which will throw light on the conditions necessary for curriculum review and renewal, communication and decision making in schools, the implications for resources and pointers for school-focused in-service education for teachers. At the same time the research team will monitor the process of re-appraisal in a number of 'second stage' schools who will be involved in the project from next September.

8. BLACKPOOL CONFERENCE 26-29 MARCH: Just over a year ago the 41 schools including the 7 schools involved in the national project met at Chorley. This year the conference was reconvened and the heads of the 41 schools together with advisers from the 5 LEAs (, , , and) and HMI in the partnership met at Blackpool. As well as a number of items - like falling rolls - of general curricular concern. the major themes of the Conference were the monitoring of the Project and the style and contents of the Project findings when they are published.

The monitoring will take the form largely of a review of the process of the curriculum enquiry since January 1977 attempting to indicate those elements which have been helpful to schools and those which have not: aspects of policy and practice which have changed and those which have remained unchanged; and the extent to which all members of staff have been involved. This monitoring will closely parallel the Research investigations, will be undertaken at the same time to avoid duplication and will be completed by December 1979.

The national partnership has agreed to publish what are seen to be the main conclusions of the Enquiry and the monitoring as soon after Easter 1980 as possible. A draft report will be prepared during Spring Term 1980, circulated to all participants, and a national conference just before Easter will work on that draft to prepare it for publication.

9. CONCLUSION: When the partnership between schools, LEA and HMI started in 1977 few could have foreseen how the secondary school curriculum would be at the centre of so much national debate and concern. Now falling rolls, preparation for working life, 16+ Common System of Examining (GCSE), political literacy and laying foundations for recurrent education and training all focus on the later years of the secondary curriculum. In a number of ways the work already undertaken by the Schools is being drawn on to illuminate these issues. In particular, ways of informing the proposed examination authorities of the views of subject specialists about the structure and nature of new examinations are currently being explored. The work in and the other four LEAs is making sure that the voice of the practising teacher will be heard in this national debate.

Project management would like to thank heads and all members of staff who have once again provided so many thoughtful and stimulating ideas over the last 6 months. In particular, advisers and HMI who were present at the In-House Conference would like to extend special thanks for the warmth of the welcome they received and for being given the privilege of joining staff discussion groups and working parties.

, Senior Adviser
, Asst Director
, HMI

March 1979

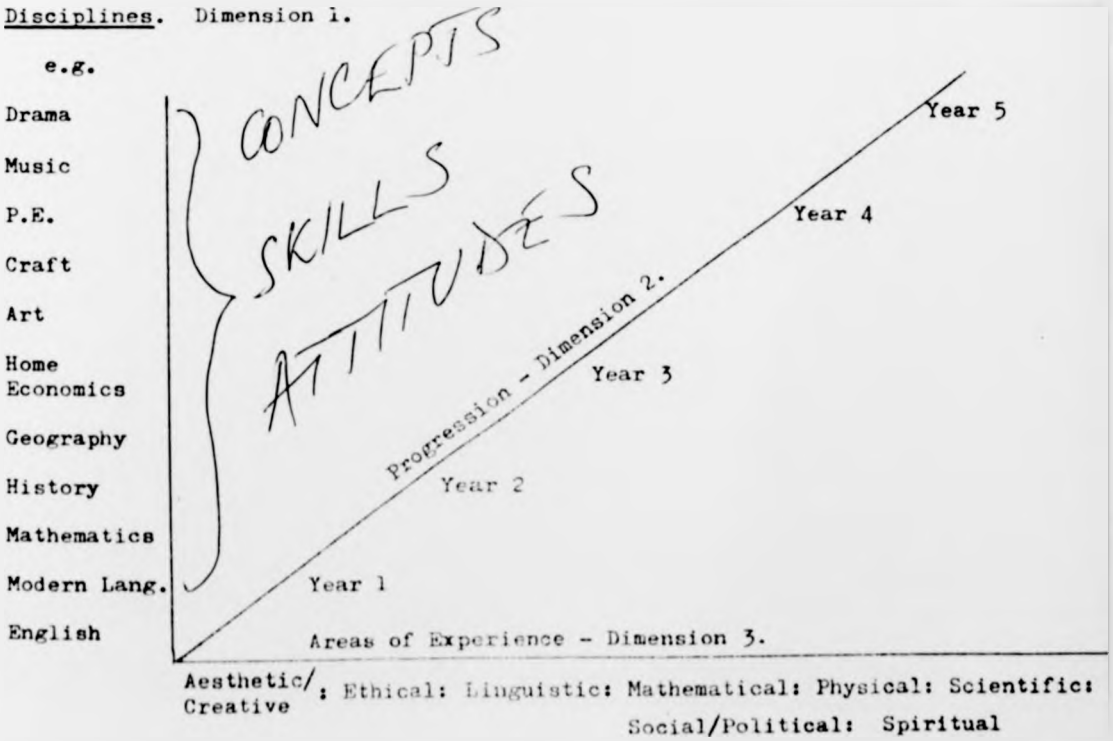
APPENDIX X7

REAPPRAISAL DOCUMENTS GIVEN TO PHASE 2 SCHOOLS

1. CURRICULUM 11-16
2. REAPPRAISAL IN SCHOOLS. C.C.R.A.G.

A.

1. The Curriculum Reappraisal Project now being undertaken by a group of schools has developed from the work of 7 schools linked to the Curriculum 11-16 National Project. The major purpose of the exercise from now on and any subsequent material produced, will be for the L.E.A. and the individual schools concerned. Departments in schools already accept the need for regular reappraisal of their curriculum but the value of this exercise will be that reappraisal will be undertaken by all departments at the same time and in ways that will enable inter-departmental discussion to take place using a common framework. It is intended to give teachers a general perspective of what is involved in the total curriculum and to identify for themselves and other colleagues how their own subject contributes to that total. It is a means whereby the school can analyse the formal curriculum it offers, assess the demands made on pupils and identify their needs. As a result the school, collectively, can decide whether to reinforce, adjust or change their curriculum. This part of the project is based on a 3-dimensional "model" of the curriculum.



cont'd....

The purpose is to "fill out" this model for your school by asking the basic questions:

What are you doing?
Why are you doing it?
Do you need to change any aspect of what you are doing?

2. In order to analyse your curriculum in this way, it is important that any evidence should be the result of full departmental discussion and not be based on any particular individual's response. The purpose of any response or evidence is that it is for other colleagues to read and therefore should be written for their understanding and not for specialists in one's own discipline.

3. All responses/evidence will be available for all members of staff and it will be upon these that discussion of the total curriculum will be based.

N.B. This first part of the general analysis looks at the education of the individual. To this will be added later a look at the education of the individual and the world of work/non-work; and the education of the individual and society. These further elements will need to be accounted for in the total curriculum.

B. 1. Analysis of Curriculum provision.

2. E.1

Headings for analysis.

Aims:

Objectives: 1. Concept objectives.
2. Skill objectives.
3. Attitude objectives.
4. Knowledge objectives.

Method: - the means of teaching used to achieve objectives - illustrate 2 or 3 major means used by department.

Assessment: - of Pupils' performance - which means of assessment do you use most frequently in relation to the objectives you have tested?

Evaluation: - of the Course - using the check list of the 8 areas - see form E.2.

It is suggested that this analysis should be undertaken for each year. This would give a broad general view of curriculum provision. Some schools/departments may wish to undertake the analysis in greater depth and detail for a particular year or group of pupils.

(N.B. Some subjects, e.g. English, Mathematics, have found it easier to undertake the analysis on a vertical scale, using major themes of their courses, rather than a horizontal year basis.) (See White Book).

It is important also to note the levels of ability for which courses are provided. In many cases the analysis of objectives will cover most of the ability range. Where there is clear differentiation of courses it would be of value to complete separate analyses.

C. 1. Analysis of Curriculum provision

2. E.2

8 Areas of Experience

	Column 1	Column 2			
		0	1	2	3
Aesthetic/Creative					
Ethical					
Linguistic					
Mathematical					
Physical					
Scientific					
Social/Political					
Spiritual					

1. Put in rank order the contribution of each area in each year. (Column 1). N.B. Most significant contribution "8"; least significant contribution "1".

2. Indicate the level of contribution on 0.1.2.3 scale (Column 2).

   Definition of grades:

   0. No contribution to this area of experience.
   1. An indirect contribution to the pupils' development in this area of experience.
   2. A recognisable contribution which bears directly on pupils' developing awareness of this area of experience.
   3. A highly significant contribution to pupils' understanding of this area of experience and its implications for themselves and others.

3. <u>Writing with non-specialists in mind</u>, indicate briefly, from your curriculum analysis in Form E.1., the evidence on which you based your conclusions in E.2.

1. CURRICULUM 11-16 (C.C.R.A.G.)

2. CONCEPTS. SKILLS. ATTITUDES.

1. Suggested Descriptions:

CONCEPTS: ideas particular to the separate disciplines which help students to organise, classify and understand the phenomena to which they will be exposed in the subject lessons. These may be broad and basic concepts (like energy, landscape, historical continuity, design) or more precise and limited concepts as the larger ideas are broken down into their component parts (like heat, erosion, shelter, ergonomy).

SKILLS: techniques, manual or mental, particular to the study or performance in a discipline which students will need to practise and master in order to be able to handle the subject matter or raw material involved.

ATTITUDES: approaches to situations, issues or problems derived from inner feelings encouraged and developed in individual students through the various disciplines leading to acceptable forms of action or behaviour in relation to themselves and others.

2. Background:

The sections of the subject papers from the 7 first-stage Cheshire schools, covering concepts, skills and attitudes revealed a number of shared concerns. It is not surprising that in the Science, Maths and English submissions specific references were made to those scientific, mathematical and linguistic notions which underpin the subjects. Related notions were also referred to in other subject papers and a number of submissions revealed a common interest in developing and reinforcing social, ethical, aesthetic and spiritual concepts.

In the area of skills importance was widely attributed to the following: the ability to use language accurately; to organise ideas; to observe intelligently; to make good use of information; to perform operations according to instructions; and of course to the development of manual and physical skills. All subject papers showed a common interest in the development of certain attitudes which, for convenience, may be grouped under two headings:-

(a) individual: the development of self-confidence; an enquiring mind; independence of thought; readiness to tackle problems; self-awareness; pride in achievement; perseverance.

(b) corporate: tolerance; empathy; a concern for others; comparison; readiness to co-operate and ability to work with others; a sense of responsibility.

Supplement to Curriculum 11–16

THE DESCRIPTIONS OF THE 8 ADJECTIVES

The curriculum papers contain a list of adjectives which identify 8 broad areas of experience that are considered to be important for all pupils.

The 11-16 Working Party considered each of these adjectives and the following descriptions are the result of its discussion.

The working party is well aware of the difficulty of arriving at definitive statements, hence the alternatives put forward, and there is no wish to divide experience into mutually exclusive categories, but these descriptions are offered in the hope that they will provide some useful and helpful basis for further discussion in schools.

AESTHETIC/CREATIVE

The aesthetic area is concerned with an awareness of degrees of quality and an appreciation of beauty; the ability to perceive and respond both emotionally and intellectually to sensory experience; the knowledge and skills that may inform and enhance such experiences and their expression; the exploration and understanding of feeling and the conscious recognition of intuitive responses and action. The creative aspect is concerned with invention and may be the more active part of the aesthetic experience.

ETHICAL

The ethical area is concerned with principles underlying practical morality, descriptions of right and wrong conduct, obligations, duties and rights.

LINGUISTIC

The linguistic area is concerned with the use of words in listening and reading, talking and writing. These activities help the individual to receive and process information, to enter the world of ideas, to make sense of his experience and to relate to others.

MATHEMATICAL

The mathematical area is concerned with familiarity with numbers and symbols and the ability to use them with confidence. It includes communicating, problem solving and generalising. Communicating means transmitting and interpreting information conveyed by tables, diagrams and models. Problem solving involves identifying the relevant variables in a real problem, setting up an abstract 'model' of the problem and using mathematical techniques to solve it. Generalising implies seeking and recognising patterns and relationships and justifying conclusions by logical argument expressed in precise and unambiguous language.

PHYSICAL

The physical area is concerned with awareness and understanding of the human body. It involves movement, through the development and maintenance of bodily skills, co-ordination and control, and manipulative abilities. Such experience of movement leads to an understanding of spatial dimensions and an appreciation of natural forces. Movement is a means of non-verbal

communication, in which the individual may respond to a stimulus, drawing upon past experience and imagination.

SCIENTIFIC

The scientific area is concerned especially with observing, predicting, and experimenting. Observing requires direct or indirect evidence from the physical world. Predicting will be based, consciously or unconsciously, on a hypothesis which explains patterns of previous observation. Predicting shows what will be the next most significant observation and its testing may require experimenting, the use of apparatus, physical skills, measurement and calculation.

Observing, predicting and experimenting do not merely make up the 'organised knowledge of the natural world' which is called science; they constitute a powerful method of problem-solving.

SOCIAL/POLITICAL

The social and political area is concerned with relationships within society: between individuals, between individuals and social groups, and between social groups.

It involves a consideration of beliefs and values, of purposes and motivations, of rules and conventions, of authority and power.

Understanding one's own personal relationships requires self knowledge as well as knowledge of and sensitivity towards others.

SPIRITUAL

i. The spiritual area is concerned with the awareness a person has of those elements in existence and experience which may be defined in terms of inner feelings and beliefs, they affect the way people see themselves and throw light for them on the purpose and meaning of life itself. Often these feelings and beliefs lead people to claim to know God and to glimpse the transcendent; sometimes they represent that striving and longing for perfection which characterises human beings but always they are concerned with matters at the heart and root of existence.

ii. The spiritual area is concerned with everything in human knowledge or experience that is connected with or derives from a sense of God or of Gods. Spiritual is a meaningless adjective for the atheist and of dubious use to the agnostic. Irrespective of personal belief or disbelief, an unaccountable number of people have believed and do believe in the spiritual aspects of human life, and therefore their actions, attitudes and interpretations of events have been influenced accordingly.

DOCUMENTATION PROVIDED OR AVAILABLE FOR SCHOOLS

1. Curriculum 11-16 Working Papers by H.M. Inspectorate.

   Supporting Papers:

   Resource Based Learning.

   Combined and Related Studies.

   History and Mathematics.

2. A Framework for the School Curriculum. D.E.S. - a consultative document.

3. A View of the Curriculum. H.M.I. Series: Matters for Discussion - 11.

4. Aspects of Secondary Education - a survey by H.M. Inspectors of Schools.

5. Documentation and papers produced by 7 schools for the Curriculum 11-16 National Project.

   e.g. "White Book" - consensus view of objectives, etc. across the curriculum;

   Assessment Papers;

   In-House Conference working papers;

   Curricular models, etc.

MM/BS
9 January 1980

WORKING PAPER

1. 11-16 CURRICULUM (CCRAG)
2. ASSESSMENT

This paper attempts to map the territory involved in the assessment of pupils by schools themselves. It is necessarily at a high level of generality as the detail of the map will need to be filled in by individual schools and by individual subject departments within the schools. Only they will know the particular structure of their curriculum, the needs and capabilities of the pupils and the uses to which they wish to put assessment. Assessment within the school needs to be seen at two levels. First, the MICRO level of measuring pupil attainment of the detailed objectives laid down by subject departments. Second, at the MACRO level of assessment or evaluation of the total impact of the curriculum upon the pupil population within the school. The following attempts to explore the main criteria by which these can be established.

I MICRO - ASSESSMENT WITHIN THE SUBJECT DISCIPLINES

1. WHAT IS ASSESSMENT?

1.1 Assessment is the measurement of attainment or performance by individual pupils and usually involves comparison with standards set by other pupils. In the contexts of most schools assessment will need to go beyond mere testing and should be designed to measure and assist the progress of individual pupils.

1.2 To an extent <u>diagnosis</u> and <u>prediction</u> are elements in all assessment. For instance, assessment of reading skills with younger pupils is more concerned with diagnosis, whereas GCE A/Level is often used predictively for higher education. Techniques of assessment will often need to indicate <u>mastery</u> by pupils and on occasion to be <u>discriminatory</u> by placing them in rank order. It should be noted that these are distinct functions and attempts to do them all with the same instrument of assessment may well result in none of them being done very well.

2. WHY ASSESS?

2.1 Assessment is implied logically by the existence of a syllabus which in addition to broad aims for the subject will contain a series of stated and measurable objectives by which the overall targets are to be reached. Assessment should be able to indicate to all the parties involved whether or not the objectives have been achieved.

2.2 There is a danger of assessment becoming an end in itself - public examinations have often tended to exert a dominating influence. To avoid this, assessment needs to be embedded in the teaching process where it should be able with appropriate instruments to perform two tasks:

2.2.1 it should help teachers to communicate goals to their pupils, share experience, offer encouragement and, be constructively critical, it should also identify particular needs and weaknesses as a basis for remedial action

2.2.2 through pupil performance, it should provide feedback to the teacher on the suitability of the work ensuring that it matches abilities and is challenging without being defeating.

2.3 To fulfil these functions assessment techniques in the subjects need to build up:

2.3.1 cumulative records of individual pupils' progress through continuous assessment of learner products in all their various forms - written, spoken, 2 and 3 dimensional, graphical, problem framing and solving physical and practical etc

2.3.2 an overall assessment of the range of pupil performance in the group and across the various tasks to allow the teacher to monitor the levels and suitability of the work within that subject.

3. WHAT SHOULD BE ASSESSED?

3.1 If the system of assessment has to measure how far specific tasks are successfully undertaken by individual pupils it follows that the clearer the objectives and the tasks to achieve them the more precise can be the measurement of attainment, given appropriate means.

3.2 Until recently, many subject departments have concentrated on imparting knowledge and have assessed mainly the acquisition of factual information. Although practical subjects like the crafts and PE and some others have assessed different outputs the stress on knowledge in most subjects has meant that many syllabuses have been expressed simply in terms of lists of content. Assessment for them has tested the learning of information. Even where there has been a move away from mere collection and accretion of facts, many subjects still have to grapple with this type of demand in public examinations.

3.3 However, the analyses of the various subject areas undertaken by the schools in their reappraisal of the 11-16 Curriculum has indicated that there is considerable agreement in each subject on the rationale which underpins the factual material actually taught in the classroom. These rationales are expressed in terms of the concepts, skills and attitudes particular to each subject and they indicate the especial contribution each makes to the curriculum. It is these elements which are used to organise and explain the body of knowledge explored and to this extent the factual material becomes more a means than an end in itself.

3.4 Now that each subject has analysed its objectives so clearly it is the task of assessment to ensure that the day to day teaching of the content in fact achieves these ends. The difficulty will be to make certain that it is the underlying concepts, skills and attitudes which are tested not merely the knowledge which has been acquired.

3.5 It may not be possible to make this separation in some subjects - modern languages, some aspects of science and PE spring to mind - where content is one of the objectives to be achieved. Indeed there will probably be parts of every subject where it will be impossible to make this distinction. However, it is worth making the attempt to avoid using means of assessment which demand a specific corpus of knowledge. Otherwise they tend to endorse one route and one route only to the attainment of a goal. Goals should be capable of being approached in a variety of ways according to circumstance and need.

4. HOW CAN ASSESSMENT BE UNDERTAKEN?

4.1 This section attempts to look at some of the considerations to be borne in mind in 3 areas of assessment. Whatever assessment techniques are used they will need to have: comparability (the same base lines used); a consistent standard or norm; validity (do they test what they set out to test?); reliability. The range of instruments to assess skills and thinking is extensive and each subject has over many years built up a battery of testing techniques particular to its special needs. There is, however, the need to see that they meet the above criteria.

4.2 ORAL WORK: Although most of the communication between pupil and teacher is oral, most assessment of pupil performance is undertaken on written work (with the exception of aspects of the practical areas of the curriculum). Assessment of oracy is time consuming and may lack precision but there is an urgent need to develop expertise here. The oral work of a pupil may be assessed to indicate powers of confidence and concentration, the vocabulary employed, the range of appropriate structures, the ability to describe, to argue a case or to talk through a problem as well as to respond to questions or to other people's points of view. If assessment of group oral work is attempted elements like the presentation of shared experience, sensitivity towards others and powers of organisation need to be taken into account. Subjective but considered statements by teachers providing they are systematic and consistent will be more accurate and more useful in this area than apparently scientific or objective tests.

4.3 WRITTEN WORK: As the main means by which the work of pupils is assessed, their learning is subject to a wide variety of written tests and assessment devices. The following indicate the main categories for those subjects which operate on a sequential rather than exploratory basis:

Closed: objective tests: multiple choice
complotion
matching
true/false
structured short answer

Guided: untimed tests
open book tests/prepared answers
stimulus (ie responding to or interpreting written or illustrative material)
guided essays (ie some structure provided)

Open: essays
problem solving (ie simulations, practicals)
course work
observational work (ie fieldwork, experimental work)
projects.

There are advantages and disadvantages to each approach. The following are the main considerations:

(1) Multiple choice tests can be economical, free of the marker's bias and can test concepts and analysis as well as facts. It is, however, hard to avoid ambiguity when testing more complex ideas and almost impossible to test skills of synthesis

(2) structured questions are useful for mixed ability groups where an incline of difficulty (progressively more demanding answers)

is required. However, structured questions can be restrictive and depress the scores of abler candidates; in particular they often demand detailed and highly specific knowledge. Experience has also shown that far from a steady gradient, tests which offer a series of peaks of difficulty allow pupils of less ability to keep going

(3) prepared answers need some ground rules. For instance, two problems can be set beforehand with only a limited number of words for each answer outline allowed; the question to be done under time conditions to be chosen by lot

(4) factual essays may sample poorly in examinations (eg four questions only on two year's work); it is sometimes difficult to separate a candidate's ability in English from ability in the subject; it is time consuming to express ideas in connected English. However, they do test well the ability to write a reasoned argument and subjective marking can to an extent be overcome by making it clear to pupils and to staff in the department that essays will be graded on, say, organisation, clari and validity of general statements related to the question and the marshalling of supporting evidence as an argument

(5) continuous assessment of course work spreads the load, provides more thorough coverage, avoids psychological pressure at examination time and can be multidimensional. But it can subject pupil/teacher relationships to strain, requires considerable extra effort in moderation to maintain norms and may assess the parts but not the whole

(6) projects and observational work: unselective copying in projects and failure to complete field or experimental work are the main drawbacks. However, this approach does allow pupils maximum freedom to develop ideas and pursue interests although younger pupils may need help over the construction of an outline by the teacher.

4.4 PRACTICAL ACTIVITIES:

(1) Assessment of practical activities can be complicated and time consuming and it is essential that only those skills, concepts and attitudes the practical uniquely offers are tested. If activity or performance is the only objective then the practical is the only test. Other aspects may be more effectively assessed by written tests. It is also necessary to be clear whether it is the <u>product</u> (the finished article or performance which is being tested) or the <u>process</u> (the means by which it is produced) which is being assessed and if both in what proportion. Assessment is easier where there is a 'permanent' end product eg an object made, a movement video recorder or a musical performance on tape. But the assessment of the final product alone (eg the results from a laboratory experiment) may not indicate adequately the degree of competence in methods of working. Assessment of the process especially where there is a transient end product requires different approaches but does not always imply continuous direct observation of the pupil, eg wood joints can be left unassembled for assessment or seam stitching in a dress examined before the lining is sewn in.

(2) Whatever the nature of the practical activities assessment will probably involve in each case pupils' abilities in <u>identification</u>

(eg different materials; different tools or musical instruments, appropriate methods; trouble shooting); knowledge (eg properties or materials, tools or instruments and their applications); performance (eg the making of a product or performing of a task). By defining the constituent operations in a practical it is possible to devise sub-tests or experimental situations and establish 'station testing' for examination or assessment purposes. It is possible to test more skills using less time and space this way, eg in Home Economics it is possible to devise 8 experiments or tasks at 8 locations or 'stations' testing:

identification : of different cuts of meat
of dishes with faults indicating what went wrong and why

knowledge : of value of selected foods to the body
of costs of particular types of meal

performance : preparation of a simple meal
remove stains from clothing
connect electric plug correctly
testing for hardness of water.

If it is not necessary or possible to operate these 'station tests' concurrently, it is possible to spread them intermittently across a period of time. Some activities bring all 3 together eg painting a picture involves identification of appropriate tools and materials, knowledge of their properties and performance and performance in bringing them together in an end product; a similar synthesis is developed in the sub skills involved in the successful throwing of a javelin or discus in athletics.

(3) On all these occasions it is essential to distinguish the contributory aspects and devise sub-tests. For example, in a laboratory experiment in chemistry it should be possible to test for:

Knowledge : of materials involved, procedures, apparatus and its use

Identification : of the problem to be solved, construction of experiment, of changes of materials etc during experiment and new requirements

Performance : use of apparatus, recording of changes, devising practical responses to new requirements, solving problem.

The best means of securing reliability in assessment of practical activities is for staff together to draw up the checklist of sub-skills involved, agree criteria for assessment and discuss trial markings and assessments collectively to achieve consistency.

4.5 It should be recognised that each of these instruments may create a 'back-wash effect' on teaching strategies adopted. For instance, the demands of some O/L examinations encourage drilling in particular techniques and the writing of practice answers.

4.6 Many of the elements of the various subjects which are regarded as of most value to pupils - those affecting their attitudes, beliefs and social operation - are extremely difficult, if not impossible, to test. Again it is the experience and professional judgement of the teacher expressed in a

simple statement which may be the most effective means of assessment of a pupil's development.

4.7 It is clear that practising teachers have had little opportunity to look critically at their existing range of individual test items to see which assess concepts, skills and attitudes most effectively. Nor have they had much opportunity to explore means to identify the pupil who is potentially gifted in their subject. On the whole subjects have in the past used a restricted range of assessment techniques. A much wider variety will need to be employed in the future to reflect the extent of provision within and across subjects and to help develop the whole potential of the pupil.

5. HOW SHOULD ASSESSMENT BE RECORDED?

5.1 "Mark Books" have got to change. It is no longer good enough to record 6/10 for this map or 7/10 for that test and then add them up to produce a "satisfactory progress" end of term report. Adding new techniques without weeding out the old would, however, make the burden intolerable. Each school needs to develop a concerted school policy on assessment and recording.

5.2 It is worth noting that thinking in schools is moving towards the creation of a profile of the student over a year's work and cumulatively over the 5 years. This should provide a sounder basis for sensitive guidance further into the education system or into employment.

5.3 The definition by the separate subjects in the 7 schools of the concepts skills and attitudes with which they are concerned and the agreement over the 8 areas of experience make the adoption of pupil profiles particularly apposite. Students' levels of achievement in these spheres provide a much fairer and more rounded picture of individuals' capabilities than marks or grades based largely on the acquisition of knowledge. These profiles are particularly valuable if the statistical data can be backed by selected examples of a student's work.

5.4 The most comprehensive investigation into the construction of a pupil profile assessment system has been that undertaken by the Scottish Council for Research in Education and published in 1977 as 'Pupils in Profile'. Each of the seven 11-16 Project schools has a copy of the teachers manual.

5.5 In conjunction with teachers from each of the subject areas on the curriculum the 'Pupils in Profile' project defined

5.5.1 those skills/activities common to all subjects and offered criteria by which they could be assessed

5.5.2 those skills/activities unique to a particular subject and offered criteria by which they could be assessed

5.5.3 an assessment record sheet which allowed the combination of assessments for the common areas and the subject skills/activities

5.5.4 the means of providing the pupil/parents and the school with a copy of the assessments

5.5.5 the means of providing a cumulative school leaving report combining the common skills/activities assessment, the subject skills/activities assessments and space for other achievements and comments.

5.6 It is not necessary to rehearse all the means available for recording marks and grades (whether for effort or attainment). However, it is worth bearing in mind that, whatever the system of grading adopted, a three point scale is probably too short: it will be difficult to differentiate between pupils in the middle grade .4 and 6 point scales have the merit of requiring a decision to be made in placing the pupil on one side or the other of the median. The 5 point scale is used extensively in schools and approximates to the structure of a normal curve of distribution.

5.7 Recording needs to be quick and understandable at a glance, although many departments will probably wish to leave space to write comments. A number of schools in have been testing two devices which meet these criteria and which use a simple proforma:

Fig 1:

Subject .....

Grades A B C D E F

1 2 3 4 5 6

(skills/concepts/attitudes as defined in subject paper)

Fig 2:

Subject .....

Grades A B C D E F

1 2 3 4 5 6

(skills/concepts/attitudes)

Name .....

Class .....

Comment:

Fig 1 represents the blank proforma which can be printed in quantity. An individual's performance might well appear as Fig 2. If, for argument, the skills and concepts of history are being assessed (1. Reference skills; 2. use and analysis of evidence; 3. synthesis; 4. sense of empathy; 5. language and historical concepts; 6. skills of time) this student is strong in skills of reference and time, competent in analysis and language and historical concepts and weak in synthesis and empathetic attitudes.

5.8 An alternative format using the same pupil, grades, skills/concepts/attitudes would appear as in Fig 3.

Fig 3:

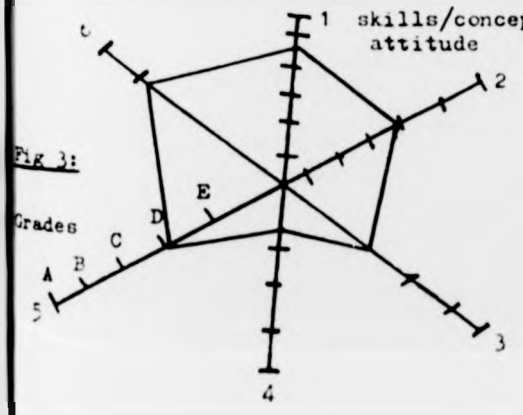


Fig 4:

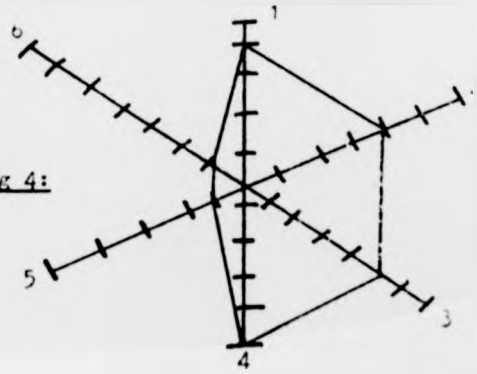


Figure 4 shows a pupil with very different strengths and weaknesses. Grades need to be clearly defined by the whole department. They also need to decide whether the performances which are being recorded are relative to the student's own performance, that of the class or year group or against national norms. Schools have found the visual nature of the 'snowflake' proforma useful in highlighting particular weaknesses in some pupils which have been masked by otherwise good all round performances. They also show vividly able pupils who need to be stretched.

6. POSSIBLE FUTURE ACTION

6.1 Apply the subject rationales to the current syllabuses to ascertain whether the concepts, skills and attitudes specified are practised by the content selected.

6.2 Look at the existing range of testing techniques and the test items in the individual subjects to ascertain whether they assess the concepts skills and attitudes specified.

6.3 Select from the subject's existing syllabus a sequence of work which appears to exemplify a concept, skill or attitude and drawing on their own and other's expertise devise an assessment structure and test items to measure its attainment. Effective correlation of effort across the 7 schools should reduce demands on individual schools to manageable proportions and offer the possibility of 'item banking' in individual subjects.

6.4 Look at the present arrangements for the identification of giftedness within the subject and appraise the assessment procedures and test items used.

6.5 Within the framework of school policy review the subject's means of recording and communicating pupil performance.

II MACRO - EVALUATION OF THE WHOLE CURRICULUM

1. The reappraisal of the 11-16 curriculum has agreed to measure the impact on individual pupils in terms of the 8 areas of experience (aesthetic/creative; ethical/moral; linguistic; mathematical; physical; scientific; social/political, spiritual). It will be the responsibility of each school to fix the exact nature of the balance across these areas for the various categories of pupils. Techniques for evaluating in these terms the effect of a curriculum across widely varying programmes of subject study are as yet hardly developed. Indeed the Assessment of Performance Unit (APU) is grappling with a similar problem on a national scale involving 6 areas of experience.

2. Just as assessment within the subjects requires the objectives to be made explicit so it will be necessary to spell out just what the school is trying to achieve in these areas. The following are the main considerations to be borne in mind for each area:

(1) aesthetic/creative: this area is concerned with emotions, attitudes and sensibilities of pupils either as participators or critics in a wide variety of activities in the fine and performing arts as well as all areas involving design. As well as assessments within the main contributory subjects of pupils' observation, their expressive productions

and their critical judgement, the school could collect evidence on pupils' leisure pursuits, commitment to music and the extent of artistic output as a means of evaluating overall impact.

(2) ethical/moral: pupil operation in this area is in terms of such long term goals that it may not be possible to evaluate this rigorously at all. But it is possible to heighten awareness of all subjects of their responsibilities and to ensure that appropriate experiences are provided. If their purpose is made explicit to pupils they should help to promote acceptable and justifiable responses (eg note important role of PE in which games offer experience of playing out situations within fixed rules with attendance penalties and sanctions). There are also a number of tests which may provide indications of pupil attitudes and thereby the effectiveness of provision.

(3) and (4) linguistic and mathematical: standardised tests exist in both the areas to evaluate pupil performance. The major difficulty is to alert subjects other than English and mathematics to their responsibilities in these areas. For instance in language, reading skills (recognition; reference; interpretation; attitudes), writing skills (orthographic/ grammatical; structure, style and content for functional and expressive writing; attitudes) and oracy (listening comprehension; communication and argument) across the subjects can be tested. Mathematical experience (knowledge and understanding of number, measure; spatial; statistical and algebraic functions as well as their applications and manipulations) can also be measured across the curriculum.

(5) physical: again the major need will be to ensure that subjects outside PE, drama and movement have contributions to make particularly in the promotion of co-ordination and precision in movement. Whilst it should be possible to define reasonable expectations of pupils' sensory awareness, the necessary prerequisites of knowledge, a range of motor skills and the critical judgements involved in improving performance, evaluation of the extent of provision may help to offset difficulties of measuring effects.

(6) scientific: the need here will be to separate out the process of scientific method from science knowledge. A range of subjects across the curriculum can be said to use observation and evidence, to use these observations/evidence to help solve problems, seek patterns in observation/evidence and tie these into others already observed, seek reasonable explanations, test out hypotheses, use practical skills to devise experimental situations and use known facts and generalisations to 'attack' new situations. Some attempt should be made to see how effectively pupils' experience of these approaches is correlated across the curriculum and 'content-free' test items can be devised to do this.

(7) and (8) social/political and spiritual: both these areas are concerned with long term effects and are not susceptible to precise evaluation within the school. It is possible however to define an agreed checklist of elements within each which are known to be components of a well adjusted and satisfying adult life. A range of these experiences - moral questions, political simulations, environmental issues - as well as knowledge and opportunities for involvement and participation can be provided for within school. Attitude tests or questionnaires may help but at base the school will have to rely on subjective but professional impressions of teachers, duly recorded and discussed.

1. 11-16 CURRICULUM (CCRAG)
2. PROCESSING INFORMATION - SUGGESTED STRATEGIES

1. INTRODUCTION

1.1 The following suggestions assume that each school will have nominated a senior member of staff to coordinate reappraisal and he/she will be supported by a small working group or groups of assistant teachers to help in drawing out conclusions from the data collected.

1.2 The experience of schools which have already undertaken reappraisal indicates that, once submissions have been made, it is valuable for any processing group to meet the members of each subject department to explore their written submissions in greater depth and to discuss the relationship of the individual department's intentions to the overall patterns analysed during processing.

1.3 The submissions from subject departments have been asked for in a form which it is hoped will make them understandable to specialists in other subject disciplines. It is hoped that any processing group(s) will be drawn from a range of subject specialisms. Some schools have found it valuable to ensure a range of teaching experience is represented in any groups too.

1.4 Each school will want to ask different questions of the data to throw light on their own concerns and preoccupations. However, the following may be helpful in providing a means of looking across the curriculum at a number of key issues.

2. INSTRUMENT S1 (data from subject departments)

2.1 Aims and general objectives:

(1) to what extent are overall school aims reflected in the aims and general objectives of subject departments?

ACTION: discuss mismatch with departments involved; emphasise importance of good match with all departments.

(2) does any mismatch which occurs centre on any year group or ability level?

ACTION: review appropriateness of school's general aims and discuss with departments involved.

2.2 Objectives:

(i) Concept objectives

(1) are the same concepts being explored by more than one subject during the same/different years? How well are they correlated?

ACTION: bring appropriate subjects together.

(2) does the difficulty of concepts complement the ability of pupils with whom they are being explored?

ACTION: discuss mismatch with departments involved.

(ii) Skill objectives

(1) list the skills practised across the subjects and identify those which are common. How well are they correlated?

ACTION: make the analysis of skills across the curriculum available to all departments and discuss reinforcement and correlation with appropriate subjects

(2) does the difficulty of skills complement the ability of pupils with whom they are being explored?

ACTION: discuss mismatch with departments involved.

(iii) Attitude objectives:

list the attitudes promoted by subjects and identify those which are common. How well are they correlated?

ACTION: make the analysis of attitudes available to all departments and discuss reinforcement and correlation with appropriate subjects

(iv) Knowledge objectives:

content will usually be specific to subjects but there may be areas of knowledge which are wastefully duplicated (eg the same health education topics in biology, social education and RE) or completely omitted)

ACTION: determine areas of omission or overlap and discuss with appropriate departments

Teaching /learning methods

Analyse the range, variety and balance of teaching/learning strategies offered to pupils in each year group. Written submissions from subjects may have to be supplemented by sampling pupil work or 'pupil pursuit'.

ACTION: make analysis available to all departments and discuss the balance appropriate to pupil needs.

Assessment:

(1) Subject departments will be working from the separate paper on ASSESSMENT which offers guidance on the assessment of concepts, skills, attitudes and knowledge. It also indicates possible means of recording attainment including pupil profiles.

(2) The school may wish to survey the various means of assessment employed by subject departments to judge whether they match general school requirements. It may also be of value to determine whether the current means of recording performance and style of reports are appropriate to likely developments in assessment techniques within the school.

Evaluation:

(1) Subject departments will be examining ways in which they evaluate their course content and teaching methods.

(2) The school may wish to survey the various evaluations to see to what extent they are consistent with general school policy

(3) Evaluation of the whole curriculum is undertaken by means of Instrument 2.

ACTION: make the analysis of skills across the curriculum available to all departments and discuss reinforcement and correlation with appropriate subjects

(2) does the difficulty of skills complement the ability of pupils with whom they are being explored?

ACTION: discuss mismatch with departments involved.

(iii) Attitude objectives:

list the attitudes promoted by subjects and identify those which are common. How well are they correlated?

ACTION: make the analysis of attitudes available to all departments and discuss reinforcement and correlation with appropriate subjects

(iv) Knowledge objectives:

content will usually be specific to subjects but there may be areas of knowledge which are wastefully duplicated (eg the same health education topics in biology, social education and RE) or completely omitted)

ACTION: determine areas of omission or overlap and discuss with appropriate departments

Teaching /learning methods

Analyse the range, variety and balance of teaching/learning strategies offered to pupils in each year group. Written submissions from subjects may have to be supplemented by sampling pupil work or 'pupil pursuit'.

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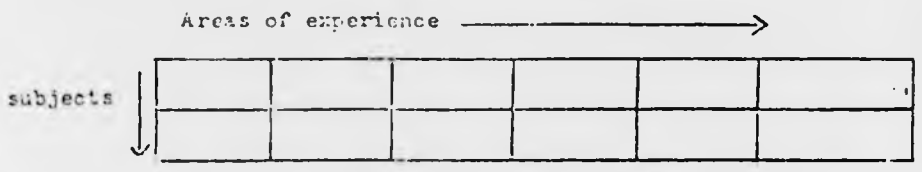
PROCESSING: SUGGESTED STRATEGIES

3. INSTRUMENT 2

1. Rank order:

(i) using a simple matrix note which areas of experience are marked 6, 7 or 8 by which subjects on a year by year basis



(ii) this analysis should reveal patterns of subjects which have a strong commitment to particular areas of experience.

ACTION: bring together departments with strong commitment to particular areas to discuss the nature of their contributions and ways in which their efforts can be correlated and reinforced. Their contributions are likely to be complementary rather than merely duplicating.

(iii) patterns can be defined on a year by year basis or cumulatively across 5 years. Are the same subjects committed throughout the 5 years or are there significant additions and subtractions?

ACTION: discuss the nature of any changes with the departments concerned

NB. Most subjects will indicate a strong contribution to linguistic experience and this may need to be taken as a completely separate exercise. If language and learning across the curriculum has not already been appraised as a basis for a school policy, the subjects' analyses for this area form M2 will provide a useful start to investigations. It should help to define the nature and range of language experiences offered by the subjects and provide opportunities to assess balance and share expertise. It may be necessary to seek other evidence of pupils' language experience through sampling written output and (pupil pursuit) for instance.

(iv) undertake a similar matrix analysis for the bottom 3 grades (1, 2, 3) Are some areas of experience consistently under represented? Is this the balance which the school desires?

ACTION: alert subject staff to any shortfalls in desired emphases.

1.2 Level of Contributions

(1) Raw scores from each subject added and divided by the number of subjects will provide a rough profile of the 'shape' of the curriculum across the 8 areas of experience year by year. Thus:

ETHICAL/MORAL

	E	M	S	F	H	G	AE	ME	Ww/Mw	A	PE	Mu	
Scale	2	0	2	0	3	2	1	2	0	2	3	1	= 20 ÷ 12 = 1.6 Ethical/Moral

overall

A rather more accurate profile can be drawn by adjusting the scores by the proportion of time allocated on the timetable to each subject. Thus (assuming a 40 period per week cycle):

	E	M	S	F	H	G	RE	HE	Ww/Mw	A	PE	Mu
Scale	2	0	2	0	3	2	3	2	0	2	3	1
period allocation	x6	x5	x4	x5	x2	x2	x1	x4	x4	x2	x4	
	12	0	8	0	6	4	3	8	0	4	12	1

$= 58 \div 40 = 1.4$

ACTION: Having completed the analysis for all 8 areas, it should be possible to discuss with the whole staff the profile which emerges for each year. Without being scientifically exact, it can provide a basis for discussion of emphases within the curriculum. Are they appropriate for the needs of pupils according to age and ability? If the emphasis is felt to need readjustment, how can subject departments respond?

3.3 Evidence:

(1) of key importance is how subjects perceive that they contribute to the 8 areas. This should form the basis of further discussions with the teachers in each subject department.

ACTION: Each submission can be discussed with the members of each subject department in the light of:

(i) knowledge of the profile of the whole curriculum
(ii) access to the statements of other subjects.

(2) The data in this section should also provide the evidence for the nature of experiences offered with the existing curriculum and provide the basis for discussion between those departments indicating a strong commitment to particular areas of experience.

ACTION: See 3.1 (ii) above (groups of subjects with strong commitment to particular areas).

CURRICULUM 11-16

CURRICULUM REAPPRAISAL GROUP

2 SCHOOLS AND WORK - GENERAL FRAMEWORK

School _____

Department _____

3. It is intended that this paper should be discussed by the head, senior management and appropriate colleagues.

A short, precise written explanation should be provided for each question
A box is provided for the team to assess the effectiveness of provision on the following scale:

1 - no provision. 2 - provision not effective. 3 - capable of further development. 4 - effective.

IN WHAT WAYS DOES THE SCHOOL PROMOTE INTEREST IN AND UNDERSTANDING OF WORKING LIFE?

1	2	3	4

1. SCHOOL POLICY

1.1 What is the policy for the preparation of young people for working life in contemporary society?

1.2 What measures does the school take to communicate the policy to teacher departments?

1.3 How does the school coordinate the contributions made in individual subjects to the understanding of the world of work?

1.4 How is the subject work coordinated with any specific programme for careers education and vocational guidance?

1.5 How does the school use the expertise of teachers with previous experience of industry/commerce/FE/HE

1.6 In what ways does the school assess the effectiveness of its policy regularly?

- 1111 -

2.1 How does the school help pupils to be aware of and provide strategies to cope with possible future unemployment?

2.2 What measure does the school take to respond to career perceptions and needs particular to boys and girls?

2.3 What measures does the school take to assist pupils with special needs?

2.4 In what ways does the school involve parents in their child's career guidance?

2.5 In what ways does the school involve parents in the work within the school in preparation for employment?

3. EXTERNAL LINKS

3.1 How does the school promote links with the careers service and other external agencies?

3.2 How does the school promote links with local employers:
(i) as a school?

(ii) through individual teachers?

3.3 How does the school coordinate the links of teaching departments with industry?

3.4 How does the school promote links with further education?

3.5 What machinery exists to involve governors in preparation of pupils for the world of work?

1	2	3	4

1. CURRICULUM 11–16
CURRICULUM REAPPRAISAL GROUP

School .....

2. STAFF LIKELY BETWEEN SCHOOL AND WORK

Could you please answer the following questions. The information is in confidence: only overall statistical patterns will be collated from individual returns. Thank you for your help and co-operation.

Please circle appropriate word or number.

Year groups to which you have teaching commitment

1 2 3 4 5 6

1. Name:

2. Subject taught:

3. Have you been employed in work other than teaching? Yes No

If 'yes' please state briefly the nature of employment and approximate length of service (include HM Forces and vacation work)

-9116-

4. Have you been involved in any schemes for participation of teachers in industry? Yes No

If 'yes' please give details

5. Have you been involved in the careers/guidance programme?

	Here		Elsewhere	
1. teaching careers lessons?	Yes	No	Yes	No
2. teaching social relationships lessons?	Yes	No	Yes	No
3. interviewing third year students regarding option choices?	Yes	No	Yes	No
4. accompanying students on careers visits?	Yes	No	Yes	No
5. involvement with students on work experience?	Yes	No	Yes	No

6. Please list any further information you feel appropriate overleaf regarding your knowledge of industry, FE/HE or other relevant experiences:

PROCESSING. SUGGESTED STRATEGIES.

2. INSTRUMENT W1: GENERAL AND SOME SCHOOL FACTORS (data from HM and senior management)

2.2 The checklist is intended to focus discussion and thinking of the senior management team on the overall school policy for the preparation of pupils to enter working life. Some schools have found it effective to ask each member of the team to respond to the questions individually and then to consider them collectively. A collective but professional assessment of the effectiveness of any provision can be made on the 4 point scale. This is designed to allow periodic assessments to be made to register change over time.

2.3 School Policy:

(1) The school may wish to use the short and precise written statements to provide a brief policy document (if none exists already) which may be useful for the whole staff.

(2) The senior management team will probably wish to review the returns of the separate subject departments to W2S2 before responding to question 1.3.

(3) The replies of the careers/vocational guidance team to W3 may also need to be taken into account before answering question 1.4.

(4) Similarly, the management team may wish to use the questionnaire W1/a to verify its data on teacher experience of employment before responding to question 1.5. Handling of the data from the questionnaire is dealt with below in section 5.

2.4 Specific Provision:

(1) Questions in this section are designed to prompt a definition of need in each category, the nature of the school's response and an assessment of its effectiveness.

(2) The management team may not feel that provision under each of the headings is appropriate to their school. They will know best what needs to be done for their own pupils. However, the checklist is designed to prevent areas being omitted from consideration by oversight.

2.5 External Links:

(1) Management may wish to respond to question 3.1 after seeing the W3 returns from the careers education/vocational guidance team.

(2) Similarly, responses to questions 3.2 and 3.3 may draw on subject department submissions to W2S2.

(3) The 4 point scale is provided to help assess the effectiveness of provision.

3. INSTRUMENT W1/Q

3.1 The instrument is designed to throw light on the following aspects of teachers' experience in employment outside education

(1) the range and precise nature of such employment experience

(2) in which year groups teachers with substantial experience are deployed

(3) whether employment experience can/should be related to helping pupils choose options, to the careers/social education programme, to visits and work experience.

.../2

(4) Whether experience in careers education programmes in other schools can/should be applied in this school.

4.2 The instrument should provide statistical data to answer the following questions:

(1) What proportion of the staff have more than 12 month continuous experience in employment other than teaching?

(2) Is the proportion different for men and women?

(3) What proportion have been involved in 'teachers-in-industry' schemes?

4.3 NB It should be noted that teachers' motives for leaving industry/commerce to enter teaching vary widely. Experience in itself will not determine the quality or appropriateness of an individual teacher's deployment within the curricular areas concerned with preparation for working life.

1. CURRICULUM 11-16
CURRICULUM REVIEW APPRAISAL GROUP

School .....

2. SCHOOL, SOCIETY AND WORK - SUBJECT CONTRIBUTION

Department .....

It is intended that this paper should be discussed by all members of each subject department.

A short, precise response indicating what is done and when, should be agreed for each question. It is not expected that subjects will be able to answer all questions. The questions are designed to guide discussion and analysis. They are not an exhaustive list.

THEME: IN WHAT WAYS DOES YOUR SUBJECT PREPARE PUPILS TO LIVE AND WORK IN CONTEMPORARY SOCIETY?

1. CONTENT WHICH WILL HELP PUPILS TO UNDERSTAND THE WORLD OF WORK AND THE SOCIETY IN WHICH THEY LIVE

1.1 Economic Understanding

How does your subject make a contribution to pupils' knowledge and understanding of simple economics and the place of work in society? (eg simple economic terms and ideas, creation and distribution of wealth, what work is about, role of industry and commerce, technology etc).

1.2 Political Understanding

How does your subject make a contribution to pupils' knowledge and understanding of potential structures and processes? (eg simple political terms and ideas, political institutions, processes or activities, law making and enforcement etc).

1.3 Social Understanding

How does your subject make a contribution to pupils' knowledge and understanding of the structure of society and their place in it? (eg social patterns, power and authority, multi-cultural and pluralistic nature of society, rights and responsibilities, etc).

1.4 Culture and Leisure

How does your subject promote interest and participation in cultural, leisure and sporting activities? (eg the arts, the media, leisure opportunities, physical recreation, etc).

2. ACTIVITIES WHICH WILL HELP TO PRACTISE SKILLS RELEVANT TO WORKING LIFE

2.1 In what ways does your subject promote pupils' skills in language?

(i) comprehension through listening and reading?

(ii) production of language through speaking and writing?

(iii) what balance does the subject offer between the skills?

2.2 In what ways does your subject practise understanding and use of visual means of communication?

2.3 In what ways does your subject practice the use of number (numeracy)?

2.4 In what ways does your subject practise physical co-ordination and manual dexterity?

2.5 What opportunities does your subject provide to develop pupils' powers of reasoning by

(i) analysing problems logically and clearly?

(ii) determining relevance?

(iii) detecting underlying assumptions and/or bias?

(iv) making reasonable generalisations for testing?

..c What opportunities does your subject provide for pupils to plan, organise and present work themselves?

3. OPPORTUNITIES WHICH WILL HELP TO DEVELOP ATTITUDES RELEVANT TO WORKING LIFE

3.1 What provision is made in your subject to help pupils to become self-reliant? (eg pupils' own assessment of their strength and weakness, self discipline and perseverance, enterprise in tackling the unfamiliar, independent working, decision making).

3.2 What provision is made in your subject to help pupils to co-operate with others? (eg pupils' willingness to accept supervision at times and organise others on occasions, working with older and younger people, responsibility and sensitivity for others).

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3.3 What provision is made in your subject to help pupils to be aware of their surroundings and situation? (eg pupils' awareness of the environment, ability to change and learn new skills, assess the context in which they find themselves, have a positive approach to safety of self and others).

4. PROVISION FOR SCHOOL/INDUSTRY LINKS THROUGH THE SUBJECT

4.1 What opportunities does your subject offer pupils to gain direct knowledge of commerce/industry? (eg visits, work observation, work experience, etc).

4.2 What opportunities does your subject offer pupils to gain knowledge of commerce/industry by other means (eg visits from employers/employees; AV/broadcasts; school clubs or societies, etc).

4.3 What opportunities does your subject provide for pupils to be aware of further education/training opportunities (eg link courses, visits to/from FE/HE etc)?

5. PROVISION FOR CAREERS GUIDANCE UNDERTAKEN THROUGH THE SUBJECT

5.1 How does your department undertake any preparation or induction of pupils before curricular choice is made?

5.2 What form of guidance is undertaken for careers to which your subject may lead? (eg collection and evaluation of job information, entry requirements, conditions and life-style, further opportunities and training, alternatives, etc)?

6. PROVISION FOR PUPILS TO UNDERSTAND SOCIETY IN SCHOOL AND OUTSIDE

6.1 In what ways does your subject provide opportunities within the curriculum but outside formal teaching to help pupils understand more effectively the society around them (eg field studies, educational visits, planned activities, etc)?

6.2 What opportunities does your subject provide through extra curricular activities to help pupils function as a member of the school society? (eg clubs, leisure activities, holidays etc).

PROCESSING. SUGGESTED STRATEGIES.

4. INSTRUMENT NO.2 (data from subject departments)

NB The checklist is intended to focus the discussion and collective thinking of the members of each subject department on the ways in which they contribute to preparation of pupils both for working life (and possible gaps and changes in employment) and also for effective participation in adult society.

4.1 CONTENT WHICH WILL HELP PUPILS TO UNDERSTAND THE WORLD OF WORK AND SOCIETY:

It should be possible from the subject returns for the school to survey the range of topics across the curriculum which will contribute to

1.1 Economic understanding
1.2 Political understanding
1.3 Social understanding
1.4 Culture and leisure

In each case the data should yield guidance on the following questions:

(1) Are there any areas where reinforcement could be usefully pursued between subjects?

(2) Does excessive duplication take place?

(3) Are there significant gaps which could be bridged by discussion within or between subject departments?

(4) Do the resulting emphases across the curriculum in each of the areas of understanding meet the needs of all pupils in the school?

4.2 ACTIVITIES WHICH WILL HELP TO PRACTISE SKILLS RELEVANT TO WORKING LIFE:

The questions in the checklist are designed to heighten departmental awareness of marketable skills and thereby encourage subject teachers to make those which are practised explicit to pupils. The data should help answer the following general questions.

(1) Where does the emphasis lie in the curriculum between the language skills? Is there too great emphasis on writing?

(2) How extensively are visual, numerical and physical skills practised across the curriculum? Is effort coordinated?

(3) Questions 2.5 and 2.6 are designed to probe the extent of pupil participation and activity in developing powers of reasoning. Does the balance lie with pupils receiving predigested judgements from teachers? What opportunities are offered by which subjects? Are they effective?

4.3 OPPORTUNITIES TO DEVELOP ATTITUDES RELEVANT TO WORKING LIFE:

The questions in the checklist are designed to focus each department's attention on the opportunities they are providing which will help to promote attitudes of value in adult life. The data should help the school to assess provision under the following headings:

(1) How extensive is the provision to promote self reliance, cooperation with others and awareness of surroundings and situation?

(2) Does provision tend to be concentrated in particular subjects?

(3) How effective is the provision?

(4) Do all pupils have equal access to the provision?

4.4 PROVISION FOR SCHOOL/INDUSTRY LINKS THROUGH THE SUBJECT

The data should alert the school to the range and extent of provision of direct experience and classroom teaching through the subjects and offer guidance on the following questions

(1) Are the opportunities for knowledge of industry through the subjects available to those who need them?

(2) Are they effectively planned?

(3) Are the opportunities available through FE and HE known and communicated by the departments?

(4) How can deficiencies (if any) be made good?

4.5 PROVISION FOR CAREERS GUIDANCE THROUGH THE SUBJECT

The data should allow the school to consider the nature and effectiveness of links between careers guidance provided through the subjects, the programme for careers education and curricular choice. The data should provide guidance on the following questions:

(1) Does the evidence indicate that subject departments (particularly those with strong vocational links or essential to particular qualifications) play an effective part in helping pupils choose options at 3rd year stage?

(2) How effectively is careers guidance offered through individual subject departments? Does it take place 'within earshot' of general careers guidance programmes?

6. PROVISION FOR PUPILS TO UNDERSTAND SOCIETY IN SCHOOL AND OUTSIDE

The planned experiences within and outside the curriculum can help to promote pupils' participation as a functioning member of the society of school. Data from the subject departments should provide responses to the following questions:

(1) Do ~~the range and extent~~ the opportunities within the curriculum but outside formal teaching help to promote pupils' understanding of society according to their needs?

(2) Do ~~the range and extent~~ the extra curricular activities encourage all pupils to participate in the life of the school outside the classroom?

(3) How can deficiencies (if any) be made good?

1. CURRICULUM 11-16
REAPPRAISAL GROUP

School .....

2. SCHOOL & WORK: CAREERS EDUCATION AND VOCATIONAL GUIDANCE

NB It is intended that this paper should be discussed by the careers co-ordinator with all those involved in the educational and vocational guidance programme of the school

A box is provided for the team to assess the effectiveness of provision on the following scale:-

1. no provision, 2. provision not effective, 2. capable of further development, 3. effective

IN WHAT WAYS DO THOSE INVOLVED IN CAREERS EDUCATION AND VOCATIONAL GUIDANCE PROMOTE INTEREST IN AND UNDERSTANDING OF THE WORLD OF WORK AND FOSTER THE APPROPRIATE SKILLS AND ATTITUDES?

1. CAREERS EDUCATION/VOCATIONAL GUIDANCE STRUCTURE	BRIEF DESCRIPTION	1	2	3	4
1.1 organisation: eg careers periods, in social education, subsumed in subject work, etc					
1.2 Number of pupils involved year groups ability levels type of grouping					
1.3 nature of involvement in 3rd year					
1.4 who has oversight of pupil's curricular choice					
1.5 what timetable allocation is provided					
1.6 is form/tutor or other time used					
1.7 opportunities provided for individual counselling					
1.8 involvement of careers service					
1.9 accommodation and equipment					
1.10 pupil records (eg integration with school records, storage and access, nature of use)					

2. SCHOOL/INDUSTRY LINKS — NO OF DESCRIPTIONS

2.1 Visits to industry

2.2 Work observation programmes

2.3 Work experience programmes

2.4 employers/employees involvement in school

2.5 careers conventions

2.6 link courses

2.7 visits to and from FE/HE/ITB

2.8 other links (please specify)

2.9 extent of careers service involvement with above

3. CAREER GUIDANCE

3.1 What provision is made for pupils to become aware of themselves in the following terms eg:

(i) physique/health

(ii) academic strengths and weaknesses

(iii) likes/dislikes

(iv) values/attitudes

3.2 What provision is made for pupils to know and understand working life eg:

(i) role of work in community

(ii) general types of job available

(iii) conditions of working life

(iv) effects of life style

1	2	3	4

1	2	3	4

(v) prospects

(vi) education and training opportunities

3.3 What provision is made for pupils to have access to information as a basis for choice eg:

(i) systematic collection and categorisation

(ii) assessment of information

(iii) help for pupils to make decisions

3.4 What provision is made for pupils to know and understand working environments in which they are interested eg:

(i) job description

(ii) conditions at work

(iii) entry requirements

(iv) effect of life style

(v) prospects

(vi) education and training opportunities

(vii) alternatives to first choice

3.5 What provision is made to help pupils cope with change of job and unemployment eg:

(i) job search techniques

(ii) training/retraining/education opportunities

(iii) sources of financial/social support

(iv) use of leisure

3. What provision is made for pupils to know and understand [illegible] opportunities eg:

(i) implications and prospects for various qualifications

(ii) entry requirements

(iii) full-time/part-time options

3.7 What is the nature and extent of careers service involvement eg:

(i) in individual counselling

(ii) in curricular provision

4. PARENTAL INVOLVEMENT

4.1 parental participation in curricular choices

4.2 parental participation in career choice

4.3 parental participation in careers advice interviews

4.4 parental participation in careers conventions

4.5 parental participation in the preparation of pupils for working life (eg as consultants for own job sectors)

4.6 other parental involvement

PROCESSING: SUGGESTED STRATEGIES
INSTRUMENT W3 (data for careers education coordination)

NB The checklist is intended to focus the discussion and collective thinking of all those involved in providing a careers education and vocational guidance programme in whatever form within the school. It is also designed to prompt those involved into a subjective though professional judgment of the effectiveness of the provision. The data should yield guidance on the following questions:

1. CAREERS EDUCATION/VOCATIONAL GUIDANCE STRUCTURE

   (1) Is the team satisfied that the provision for careers education reaches sufficient pupils, at appropriate stages, using appropriate staff and time?

   (2) Is the team satisfied with the quality of the provision?

   (3) How effectively does the structure meet individual and group needs by appropriate methods and involve appropriate agencies outside the school?

2. SCHOOL/INDUSTRY LINKS:

   (1) Is the team satisfied with the extent of pupils direct contact with industry/employment/further education?

   (2) Is the team satisfied with the effectiveness of such contacts?

3. CAREERS GUIDANCE

   (1) Is the provision for self assessment by pupils appropriate and effective?

   (2) Does the course make appropriate and effective provision for pupils to understand working life?

   (3) How effective is the organisation of career information and the ways in which pupils have access to it?

   (4) How effective is the provision to introduce pupils to the implications of various working environments?

   (5) How effective is the provision to help pupils cope with possible intervals between employment?

   (6) How effective is the provision for pupil understanding of continuing education opportunities?

   (7) Is full and appropriate use made of the careers service?

4. PARENTAL INVOLVEMENT

Does the nature and extent of parental involvement meet the objectives of the careers education programme and the needs of pupils?

ACTION: Identify under each section points of growth and/or concern and alert senior management to major needs.

1. CURRICULUM 11-16
CURRICULUM REAPPRAISAL GROUP

2. SCHOOLS AND SOCIETY - GENERAL FRAMEWORK AND [illegible]-SUBJECT CONTRIBUTION

NB. It is intended that the following should each discuss and complete this paper, after discussions with appropriate colleagues as a basis for reappraisal of existing provision:

(1) Year/House heads. (2) Senior management team (including pastoral coordinator)

An analysis of the views should form the basis for reappraisal and discussion by the whole staff.

WHERE DOES THE SCHOOL PLACE ITS EMPHASIS WITHIN AND OUTSIDE THE SUBJECT DISCIPLINES IN ORDER TO DEVELOP THE IDEAS, SKILLS AND ATTITUDES APPROPRIATE TO THE NEEDS OF PUPILS AS FUNCTIONING MEMBERS OF SOCIETY?

1. SCHOOL POLICY	BRIEF DESCRIPTION
1.1 What is the policy for the preparation of young people to understand modern society and the part they may play in it?	
1.2 What measures does the school take to communicate the policy to the teaching departments?	
1.3 How does the school coordinate the contributions made in individual subjects to society and its functions?	
1.4 How does the school coordinate the work of the school outside the subjects to society and its functions?	
1.5 In what way does the school assess the effectiveness of its policy regularly?	

TO WHAT EXTENT DO THE FOLLOWING PROMOTE THE PARTICIPATION OF THE PUPILS IN THE FUNCTIONING OF THE SCHOOL ITSELF?

2. STRUCTURAL	BRIEF DESCRIPTION
2.1 school council	
2.2 house or year councils	
2.3 prefect system	
2.4 other systems - please specify	

3. EDUCATIONAL ACTIVITIES — BRIEF DESCRIPTION

3.1 field studies

3.2 educational visits

3.3 holidays

3.4 physical activities

3.5 outdoor pursuits

3.6 clubs and societies

3.7 residential experience

3.8 other - please specify (eg Duke of Edinburgh Award)

HOW DOES THE SHOOL MAKE USE OF THE FOLLOWING IN ITS INVOLVEMENT WITH THE COMMUNITY?

4. COMMUNITY — BRIEF DESCRIPTION

4.1 community service

4.2 Youth Service

4.3 Churches

4.4 other organisations

4.5 resources of locality

4.6 community use of school facilities (inc FE)

4.7 other - please specify

5. PARENTS

BRIEF DESCRIPTION

5.1 access of parents to school

5.2 structure of parent/teacher contacts

5.3 use of parent/teacher interviews

5.4 involvement in curricular/career choice

5.5 involvement of parents in selection of policy for GCE/CSE

5.6 use of parents in school

5.7 open days

5.8 other - please specify

6. GOVERNORS

6.1 In what ways does the school encourage involvement of the governing body in school?

6.2 How does the school encourage the governors to represent the school in the community?

5. PARENTS

BRIEF DESCRIPTION

5.1 access of parents to school

5.2 structure of parent/teacher contacts

5.3 use of parent/teacher interviews

5.4 involvement in curricular/career choice

5.5 involvement of parents in selection of policy for GCE/CSE

5.6 use of parents in school

5.7 open days

5.8 other - please specify

6. GOVERNORS

6.1 In what ways does the school encourage involvement of the governing body in school?

6.2 How does the school encourage the governors to represent the school in the community?

PROCESSING: SUGGESTED STRATEGIES
INSTRUMENT S1 (data from management and pastoral teams)

NB The checklist is intended to focus the discussion and collective thinking of senior management and pastoral teams about the preparation of pupils to understand and take a full part in adult society. Some schools have found it effective to ask each team to respond to questions separately and then to consider them collectively. The school may need to consider subject department responses to paper W2/S2 in conjunction with this paper. The data should yield guidance on the following questions:

1. SCHOOL POLICY:

   (1) Is there a coherent policy to prepare pupils for modern society and is there means to communicate and coordinate efforts within and outside formal teaching?

   (2) How is it assessed and modified as required?

2. STRUCTURAL PARTICIPATION OF PUPILS IN THE SCHOOL

Are the formal means of involving pupils in the life of the school sufficient and effective?

3. PARTICIPATION OF PUPILS THROUGH EDUCATIONAL ACTIVITIES

Does the extent and balance of educational extension activities meet pupils' needs effectively?

4. INVOLVEMENT OF PUPILS IN THE COMMUNITY

Is the range and type of outreach by the school into the community appropriate to the needs of pupils?

5. PARENTAL INVOLVEMENT

Is the provision for parental involvement in the school appropriate in its extent and effectiveness?

6. GOVERNORS

Are the governors undertaking an effective role in a two-way communications system between the school and the society it serves?

ACTION: Compare the data drawn from the management and pastoral teams, identify strengths and growth points as well as gaps and deficiencies as a basis for planned activity.

1. CURRICULUM 11-16 School _____
CURRICULUM REAPPRAISAL GROUP
2. PERSONAL DEVELOPMENT THROUGH THE CURRICULUM Department _____

MANAGEMENT

NB. It is intended that this paper should be answered by Head and Senior Management and by Heads of Department. It should be answered in three stages:-

(i) brief and precise comments by Heads of Departments should be collected
(ii) the Head and Senior Management team should make their own response
(iii) analysis of both sets of responses can be used as the basis for reappraisal and discussion by the whole staff.

1. Is there a curriculum framework which is used to ensure that each pupil has a balanced range of educational experiences throughout Years 1-5?

2.1 Are there areas of experience from which some pupils can, and do, opt out?

2.2 If so, which areas, which pupils, and at what stage?

3. How does the curriculum help pupils to come to a better understanding of the problems of personal and social ethnics - for example, through working methods, information and discussion?

4. How does the curriculum encourage the personal involvement of pupils in practical, creative work - for example, through writing, art, crafts, music, drama or other activities?

5. How does the curriculum and teaching methods stimulate curiosity, inventiveness and imagination?

6. How is active participation in learning by the pupils encouraged? To what extent are they expected passively to receive what is offered?

7. How are habits of independent work encouraged?

8. How are appropriate levels of expectation defined and demanded of the pupils in terms of thoroughness and perseverence, and quality and quantity of work produced?

9. How is the curriculum enriched by means of school societies and clubs?

10. What is the role of form/tutor time and how are the intentions communicated to and implemented by staff concerned?

PROCESSING THE DATA: SUGGESTED STRATEGIES
PAPER P1 (taken from heads of subject departments and the senior management on curriculum)

N.B. This paper is intended to refocus the school's discussion and thinking onto the original concerns of curriculum reappraisal: the nature and intentions of a balanced curriculum, on this occasion with particular regard to the personal and social development of pupils. Heads of department may wish to refer back to their analyses under Papers E1 and E2.

P1 attempts to provide data by which ways of promoting social and personal development through the subject curriculum (as seen by those most directly concerned) can be compared with the views of the senior management team who establish the framework and general direction of school policy in this respect. In discussing the two sets of data, the school may wish to bear in mind the following points about the questions posed.

1. Has the school reached an acceptable definition of a balanced curriculum (or curricula) for the range of pupil needs? To what extent is it understood and implemented?

2. It should be possible to compare the differing perceptions of the restrictions to experience imposed by the structure of the curriculum and/or timetable.

3. Are the problems of personal and social ethics raised through the subject disciplines appropriate in range and type?

4. If it is accepted that all pupils should have a chance to 'learn through doing' throughout years 1 - 5, does the framework encourage it? Does day to day teaching ensure that it happens?

5. Is there a gap between intention and practice in stimulating curiosity, inventiveness and imagination? Where are the areas of priority?

6. Is there also a gap between intention and practice in promoting active participation in learning by pupils? Are perceptions of possible strategies to achieve these ends in the classroom limited? How can they be extended?

7. Are ideas of 'independent work' limited to worksheets and projects Are the methods of some departments worth communicating to others?

8. It should be possible to compare school policy and intentions with practice in the subject departments.

9. Is the extent and balance of clubs and societies appropriate? Do they complement the formal curriculum? (NB Senior management may wish to refer to their earlier response to S1 question 3.6).

10. The views of subject specialists on the role of form/tutor time should make interesting comparison with the views of senior management. Is the brief for form tutors clear enough? Are they seen as the bridge between the formal curriculum and the needs of the individual pupil?

1. CURRICULUM REAPPRAISAL GROUP

School .....

Staff Group .....

2. PASTORAL CARE AND PERSONAL RELATIONSHIPS

This paper should be considered at two levels.

(1) each pastoral team (eg Form/Year Tutor team; House Tutor team) should give brief and precise responses to each question.

(2) these responses should be analysed by the Senior Management Team and form the basis of discussion with the whole staff.

1. RELATIONSHIPS

1.1 Who has responsibility for dealing with pupils' difficulties

(i) in relationships with other pupils;

(ii) in relationships with staff;

(iii) regarding academic work?

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1.2 To what extent does the organisation provide opportunities for pupils to develop positive attitudes to personal behaviour - for example, in terms of motivation, coping with frustration, respect for authority, respect for less able etc?

1.3 Who has responsibility for dealing with staff development

(i) in teaching and/or disciplinary problems;

(ii) in relationships with pupils;

(iii) in relationships with other staff;

(iv) in INSET and career prospects/guidance?

2. HEALTH

Does the school have a programme of health education - for example, with reference to smoking, drugs, alcohol, diet, safety, the health education aspects of sexual relationships etc.

3. GUIDANCE AND COUNSELLING

3.1 Does the organisation ensure that each individual is known by an identifiable adult?

3.2 Does the system aim to anticipate problems and to provide general support, or does it tend to react to emergencies and crises?

3.3 Is there an 'early warning' system for pupils at risk?

3.4 How does the school deal with pupils with personality, emotional and/or discipline problems?

3.5 Is there provision for parents and external support services to be consulted, where appropriate, in the handling of pupils with difficulties?

4. RECORDS

4.1 Is there an adequate record system, including information of physical condition, personal circumstances, academic progress, participation in school activities, social behaviour and attitudes, career interests.

4.2 Are such records available as needed and are they used?

5. PASTORAL/ACADEMIC LINKS

5.1 Are the pastoral and academic organisations adequately linked so that underachievement and behaviour problems, either of which may cause the other, are considered together?

5.2 Is there an adequate system for the identification of giftedness?

PROCESSING THE DATA: SUGGESTED STRATEGIES
PAPER P2. (data from pastoral teams and from senior management on pastoral care and personal relationships).

NB This paper is intended to focus the teaching and discussion of those involved in the care of pupils outside the structure of the subject departments. It offers an opportunity to compare the views of those who conceive the general policy and framework for such care with the perceptions and concerns of those who operate within the structure. It should offer evidence on how clearly the policy intentions are understood and areas of strength and difficulty in putting it into practice. These can provide the basis for further discussion and practical planning with the whole staff.

Most of the sections of Paper P2 provide indications themselves of how the data can be handled. However, it may be useful to ask the following questions of the date.

1. RELATIONSHIPS :
   (1) Is there a tendency to push problems further 'up the line' too rapidly? Could they be dealt with more effectively at lower levels.

   (2) Where does the balance lie between the subject teaching and the pastoral system with regard to developing positive attitudes to personal behaviour? Is it appropriate?

   (3) Does staff development fall between too many stools?

2. HEALTH:
   Where does the balance of responsibility lie between the pastoral and subject provision? Is it appropriate and (wherever it lies) effectively co-ordinated?

3. GUIDANCE AND COUNSELLING:
   Most systems set out to offer a preventative structure which seeks to identify difficulties early and offer appropriate support. However, most systems in practice react to crises. What is generally required is a combination of the two. Does the school's own system appear to serve both these criteria under the various headings in Section 3? Where do the areas of greatest strength and weakness lie? What are the priorities for action?

4. RECORDS
   How effectively does the school balance the need to retain information with effective access and use whilst retaining confidentiality. Are there too many records being kept by different interested parties? Could they be reationalised and simplified? Do they offer an effective profile of individual pupils' capabilities?

5. PASTORAL/ACADEMIC LINKS
   (1) How do the pastoral teams (themselves made up of subject teachers) view the links between the pastoral and academic organisations Do the views accord with the planned interconnection.

(2) The policy for assessment adopted by the school should indicate giftedness and high levels of achievement (not exclusively academic). Are the means of support of such pupils effective?

(3) The Warnock Report distinguished a range of pupils with special needs which could amount to 20% of any year groups. How well does the school identify these pupils and respond to their needs?

APPENDIX X8

PROGRESS REPORTS, PHASE 2

EDUCATION COMMITTEE

1. CURRICULUM 11-16
2. CURRICULUM REAPPRAISAL GROUP STAGE II
3. PROGRESS REPORT NO 1 SEPTEMBER 1980

1. Introduction The schools at present involved in the Reappraisal project are:-

County High School
RC (Special Agreement) High School
County Comprehensive
RC (Aided) High School
County High School
High School
County High School

The Project being undertaken by these schools has developed from the work of 7 schools linked to the Curriculum 11-16 National project.

2. Means of Appraisal

The papers developed by the first stage schools have been adapted in the light of their experience and these modified papers are now being used by the second group of schools. It has always been the intention that this process of reappraisal should be flexible and it is hoped that the second group of schools will help to add to or refine the papers as their work progresses.

3. Progress to date

One of the differences between the process as used in the 1st stage schools and the 2nd stage schools is that the present group of schools, whilst all using the same process, will not attempt to keep to the same time scale. Each school has started at a different time and therefore each will reach the separate sections of the reappraisal at differing times. Whilst this has obvious disadvantages it is nevertheless hoped that discussion and help across the schools can be stimulated by these differing patterns and emphases.

4. Heads of Department Meetings

One of the great advantages in the process seen by the 1st stage schools was the series of meetings across the schools. Unfortunately, this has had to be limited to Heads of Department, but it has always been the intention that Heads of Department should return from these meetings to share the ideas and discussion with their own departments.

To date there has been one series of these meetings when it was possible for the schools involved to share the progress and procedures adopted by each school. It was agreed at these meetings that the analysis at present being undertaken could be shared by all schools towards the end of this term. It was agreed therefore, that any documentation, at whatever stage of progress, should be circulated among departments towards the end of October. In this way it is hoped that all members of staff will be able to share ideas from school to school.

5. Assessment

A most important part of the analysis is that of assessment. A working paper will be circulated to all staff during the Autumn term and this, together with other papers specific to individual disciplines, will , it is hoped, help to stimulate this part of the analysis.The first stage schools were able to make a start on this aspect but the second stage schools are the ones to take this part of the process forward and it is hoped that they will be able to make a significant contribution.

6. National Project and Publication

The first phase of the national project is now being drawn together in a publication which should be ready for January 1981. The second phase of the national project, which will involve the second stage of schools, will have assessment as one of it major themes. It would be advantageous therefore if all the schools could undertake this part of the reappraisal from the second half of this term onwards. Further meetings of Heads of Departments will be held later this term to discuss what each school is doing and how future joint progress can be planned.

7. Publication

The process of reappraisal undertaken in and the experience of the first stage schools is in process of being compiled as a publication, which, when ready, will be available for staff to see. It will be in a format that can be adapted and supplemented by the work of the second stage.

8. In House Conferences

As part of the process all schools will be having one-day conferences. The matters for discussion on those days will reflect the school's own particular concerns but it is important that these days are used as opportunities for staff to discuss cross-curriculum concerns.

9. Research Project

The research project, approved by the Department of Education and Science, is centred at the N.W.E.M.C. The two research officers, David Halpin and Rosemary Cannadine, have already visited the schools in the second stage and are working closely with two of those schools. Their task will be to look for material from 1st and 2nd stage schools which will throw light on the conditions necessary for curriculum review and renewal, communication and decision making in schools, the implications for resources and pointers for school-focussed in-service education for teachers.

10. Conclusion

Since the beginning of the project in 1977 the secondary school curriculum has been at the centre of much national debate and concern. With such issues as falling rolls, 16+ Common System of Examining, HMI documents - Aspects of Secondary Education and A View of the Curriculum, and the government statement Framework for the Curriculum, all of immediate and future importance, it is vital that the voice of the practising teacher should be heard in this national debate.

The work being done in reappraisal in the _____ schools will form an important part of what can be said on these issues. The project team are most grateful to Heads and all members of staff for the work being done, and for their willingness to co-operate and share their ideas and discussions.

_____ , Senior Adviser
_____ _____, Assistant Director
_____ _____, H.M.I.

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